

Break

Dog's breakfast under review

Creeping sixth forms are causing the Department of Education and Science some anxiety and nowhere more than in some parts of Cambridgeshire. But within the county there is one enclave at least where things are being handled with exemplary firmness—the area immediately around Cambridge itself.

Since reorganization two years ago—a reorganization described by the laudandus as a regular dog's breakfast designed to ensure the continuance sub rosa of the grammar schools and the job security of their heads—all sixth-form applications have been handled by a collegiate board. This board consists of the heads of the six institutions doing post-16 work—two sixth-form colleges, one boys, one girls, which by 1978 will have grown out of their junior sections, two 11 to 18 comprehensives including Impington Village College, the college of further education and the Cambridgeshire College of Arts and Technology. They act as a mini UCCA sorting out applications which state preferences first for courses and then for institutions.

In its two complete years of operation about 75 per cent of students have got their first choice and most of the rest have been fitted in after consultation, though not necessarily to very suitable courses. "Sometimes parents insist on having a course which we think the student will fall in, we let them have it but with, as it were, a forthright warning that it may be against the interests of the child", said Peter Bryan, secretary to the collegiate board. Only about 20 children were turned down altogether in the first year, rather more in the second, partly at least because unemployment increased the numbers of lower ability applicants. For it is lower ability children who are least well provided for. There are not enough courses of a less academic type than the ordinary GCE and national diploma courses.

The priority that should be given to meeting this shortfall is one of the questions which is now being studied in a major review of 16 to 19 provision which the collegiate

board is carrying out at the request of the local authority. Before they submit their report in the autumn term, the board will also have to sort out their views on whether six centres are still too many for the economic provision of sixth-form courses and if so, who should do what.

Where new courses for those of lower ability—the CEF, for example, if it is approved by the Secretary of State—should be provided, could have profound effects on the character of the institutions making up the collegiate board, particularly if it was coupled with further rationalization of A level courses. Mr Derek Mumford, who is head of the College of Arts and Technology, described the CEF as another really complicated. "We haven't thought of that at all; we're just sitting tight and hoping it will go away."

But then it will come as no surprise to cognoscenti that Derek Mumford, one of the most powerful members of the board, does not give first priority to full-time low-level courses. In the nearly 30 years in which he has presided over the CCAT he has guided its development from a small college with a staff of 30 based on the art school and the old girls' grammar school buildings next door (back-ground for Ronald Searle's *St Trinians*); he was a student at the art school. It now has 330 full-time staff, 500 part-time staff, 2,000 full-time students and 7,000 part-timers. Five hundred, for example, are doing CNAA degree courses, another 500 are doing A level, 4,000 do part-time day release courses in building, printing, catering, engineering, all housed in a sprawling mass of glass and concrete blocks and pre-fabs.

In the process he has sloughed off most of the low level, rather undirected work of the college, the disorganizing and the evening classes for beginners in foreign languages, transforming it into something of an academic powerhouse. Admission to the college's 26 A level courses is restricted to those who have four O levels, and they have established no mean reputation for getting people into Oxford and Cambridge universities. Thirty to 40 per cent of their A level students come from independent schools.

At the moment the prestige of the old grammar schools, sixth-form colleges, has meant that they are, if anything, oversubscribed for A level courses, but the CCAT, with its wide range and flexibility must be economically attractive. In his 20 years there Derek Mumford has seen his arguments for cost-effective sixth-form provision and for the advantages of tertiary colleges brought in from the wild margins of education to the trendy centre, receding even now the benefits of blessings from the DES—whatever they are worth.



"Just remember, headmaster, I'm not on any government payroll just to be your plaything."

Meanwhile there must be a further question mark over the effect of the policy on the two 11 to 18 comprehensives. Mr J. R. F. Brackemby, head of Impington Village College, has noticed already that those parents who want to be quite certain of sixth-form places for their children are tending to apply to Impington rather than to the neighbouring 11 to 16 schools. While it is clearly too early to see any trends—and much will depend on the review—the 11 to 18 schools could develop into centres for the so-called new sixth forms.

The review will also, according to Mr Bryan, put much emphasis on improving and extending part-time vocational courses with the cooperation of employers and the careers service. It will also have to go into the implications of an Education Bill—if it goes through—which allows selection of institutions but not to schools and sixth-form colleges. It will be considering the powers of the collegiate board not only to approve or decide against new courses but also to close uneconomic ones. (At the moment all its actions depend wholly on mutual consent.)

And it will have to wrestle, even if not explicitly, with the question of how far a local authority is obliged to provide post-16 courses for anyone who wants them regardless of their suitability for the courses available.

Up the law

The Young Solicitors Group, an offshoot of the Law Society, are anxious to promote their scheme of guest speakers for schools. Drawings on a membership of 3,000 solicitors all aged under 35, based on 27 groups scattered round the country and armed with the Law Society's kits and audio visual aids,

they will try to meet any request from a school for a speaker, either for a course or—preferably—for a one-off discussion.

The Legal Education in Schools scheme, to give it its full title, was launched on a small scale a year ago. So far they are operating pilot schemes with four volunteer speakers in Birmingham and Nottingham respectively and one in Ipswich. In other areas they have been meeting requests as they arise and now feel confident they could cope with more.

The aim, as set out by the scheme's chairman, Diana Benjamin, is to "give a better understanding of the ways in which the laws in this country help and protect the individual and are not merely restrictive". The target group, according to Juliet Freeman of the Young Solicitors Group, is primarily 16-year-old school leavers who, mainly she thinks through ignorance of its history and function, take a negative view of the legal profession, regarding it as at best irrelevant, at worst hostile. At present, many of their invitations come from the private sector to speak to sixth formers.

The Young Solicitors Group were set up by the Law Society in 1958 to give younger members of the profession a voice in the society's deliberations and as a sort of get-together-spirit-raising club—apparently they give rather good parties. Though some of their suggestions on subjects such as law reform show a touch of radicalism, they are by no means a radical pressure group, not at all to be confused with those who lobby for structural change in the profession or promote neighbourhood law centres. On the contrary they are more concerned with improving the image of the profession as presently constituted.

The Legal Education in Schools scheme is, therefore, a comfortable kind of self-interested altruism. While the group can confidently state that their aim is neither to teach law nor to promote the legal profession as a career, they do not deny that they want to improve the image of solicitors and put into the minds of those who may find themselves up against the law, the idea that solicitors are friend and not foe. Altruistic in that such work, being no profit, self-interest, is that, with the Royal Commission hanging over the legal profession, there are those who would like to muster as much support and sympathy as possible for the status just about quo.

Details from the Young Solicitors Group, The Law Society, 113 Chancery Lane, London WC2A 1PL.

Picka-de Bono

What seemed a great catch for Derbyshire College of Further Education, getting Edward de Bono for their relatively minor conference on communications teachers last week—page 10, seemed to be just a catch. In one of those late-night-of-conference welcoming speeches, "Of course the most important part of any conference is the talk that takes place in the bar," the organizers announced that Bono had gone to Switzerland and would not be coming after all. Muffled uproar all round, especially from those who paid their money expecting to see the great thinker.

Later, in that place where the important work is done, the conference director, John Blyth, told a fuller story. De Bono had only finally agreed to come because he was not wanted in Switzerland or Australia on that day, worse than looking a pop said John Blyth.

The replacement supplied by Bono's Cognitive Research Centre, David Tripp, turned up the following day and made it quite clear that he was not unaccustomed to being in for the dog-exercising of a conference. "Whenever I appear at a conference where de Bono has been billed, I am not de Bono . . .," he said.

This week Dr de Bono said his bookings like this were proof as far as he was concerned, confirmed a month before. "What I usually say is, if I come, is David Tripp acceptable? So if you are tempted by a conference billing 'Mr Thinking'—well, and you are prepared to see no substitutes, you might be able to do some last-minute checking."

Next week

Margaret Maden on decision making in schools.
Margaret Legum on communications views of South Africa.
Trevor Griffiths on his teaching career, his plays and his brand.
Alan Walker on the myth of musical autism.
Books: Edward Noll on fatherhood; Andrew Curtis on government; social studies textbooks.
TES Extra: Children's books.

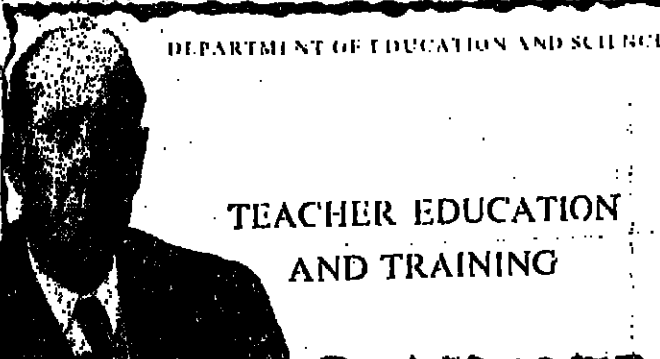
THE TIMES Educational Supplement

WEDNESDAY JUNE 25 1976 NUMBER 3186

James looks again



Above: Lord James pictured last week; below: from the TES January 28, 1971.



Why doesn't somebody do something?

As the facts about teachers' jobs pile up, the supine posture of the Secretary of State becomes more and more difficult to understand, let alone defend. When Tameside gets out of line, Mr Mulley can act promptly enough to show his virility. But when there is a far more serious crisis in teacher education and 15,000 or so young teachers cannot get jobs in schools, Mr Mulley lies flat on his back and invites the rest of the educational world to do likewise.

There is a clear need for some immediate response to the immediate problem, and this has got to come from the Secretary of State. There are still shortage subjects, and there is a strong case for offering some unemployed young teachers the chance to retrain to fill the gaps. (Nobody knows how serious these specific shortages are, because the worst effect of a shortage of specialists is to eliminate subjects from the curriculum and thus eliminate the evidence of shortage.) Why isn't Mr Mulley acting with dispatch and energy to see how some of the money now being spent on unemployment pay and on other manpower and training services might be directed to this vitally important educational end?

This is one of the proposals the National Union of Teachers will press when they see him shortly. Other short-

Five years ago, the James Committee wrote their report on a new structure for teacher training

Last week, the TES brought the committee together again to discuss the fate of their recommendations and why the crisis they predicted in teacher numbers has become a reality

They were adamant that what they said in 1971 was still largely right, and there was anger and disappointment at DES unwillingness to act on their proposals

They reiterated their demands of five years ago for in-service training, proper induction, full recognition of the DipHE, regional administration and consecutive training.

Report, pages 8 and 9

For art's sake

Lord Redcliffe-Maud, whose report *Support for the Arts* is published this week, tells Jane Morton how he would shift public spending on the arts to local authorities page 6

Truancy probe

Frances Stadlen reports on Mr Mulley's call for a national investigation into truancy and disruptive behaviour and on a secret report containing new plans to deal with inner London's truants page 7

Musicalogical myth

Alan Walker lays the myth of the innocent ear by arguing that interpretation and arrangement is a valid part of performance page 20

Odds fish!

Joy O.J. Spoczynska on setting up an aquarium, which fish to buy and making your own tank. pages 26, 27

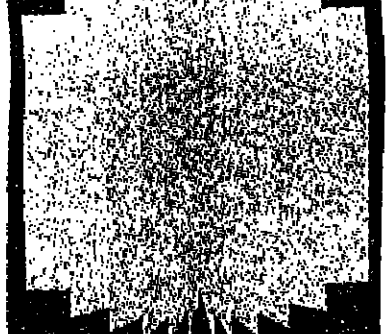
Extra: Children's books

Nature, folk tales, picture books, poetry, history, hobbies. pages 35-46

Foreign: pages 12, 13
In a major survey of the teaching of six subjects in 21 countries, the St. 33 membered International Association for the Evaluation of Educational Achievement argued that home background is the key factor in determining academic performance. United States: President Ford is set to cut federal aid to West Germany; under consideration regulations seen as an election year play.
Letters, pages 14, 25
A level chemistry: application procedures: plight of the returning student: all-ages: informal methods.
Features, pages 17-19
Margaret Maden on school decision making; Trevor Griffiths on his childhood; his teaching career, and his plays.

Stepping into the future

The winning entry in the TES Future Teachers' Competition is shown below



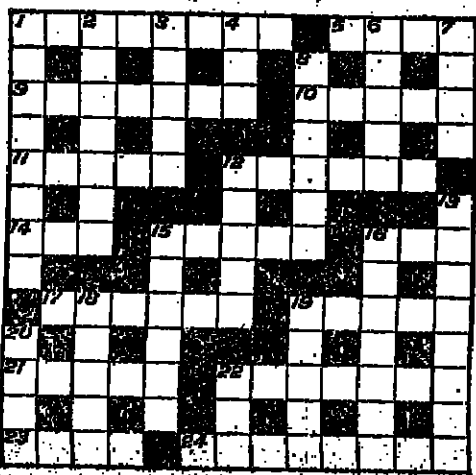
Cover up?

This is the cover of the controversial book on education for non-white South Africa which is being offered to schools in Natal by the South African Embassy. Questions were tabled in the Commons about the book this week. Meanwhile the NUT made protest about the killings in Soweto. News report, page 3
Margaret Legum compares the Embassy's book with the bleak findings of another book on South African education. pages 18, 19

Books, pages 21-24
Edward Noll on fatherhood; N. W. Pirie on poetry; social studies, education, politics.
Resources, pages 25-27
Peter Green on visual literacy; Gillian Thomas on U.S.A. science materials; Arts reviews, pages 28-29
Clive Bennett on Kazakhstan music; John Peter on theatre; Christopher Griffiths on film; Frederick Alden on science.

Classified ad index

Crossword No 1,038



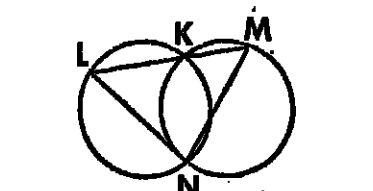
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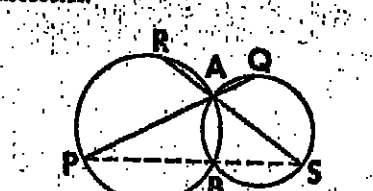
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Maths teaser

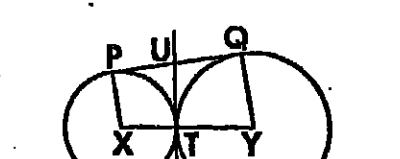
Euclidean problems
Book 3 of Euclid's Elements deals with the properties of circles, its chords, tangents, segments and angles. Here are some problems that involve two circles.



(i) Two equal circles intersect at K and M. Any line through K meets the circles at L and M. Prove that the triangle LMN is always isosceles.

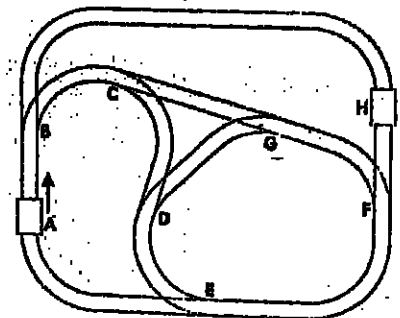


(ii) Two unequal circles intersect at A and B. A pair of straight lines, PAQ and RAS, are drawn through A, meeting the circles as shown in fig 2, at P, Q, R, S. If PQ passes through the centre of the circle PAB, and QS passes through the centre of the circle SAB, prove that PRS is a straight line, parallel to the line joining the centres of the circles. Prove also that P, Q, R, S lie on another circle. Where is its centre?



(iii) Two unequal circles, centres X and Y, touch externally at T. Prove that (a) the common tangent at T bisects the external common tangent PQ; (b) angles PTQ and XUY are right angles.

A model railway problem



The diagram shows the lay-out of a model railway, electrically operated, with stations at A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. (i) If a train leaves A, travelling in the clockwise direction indicated and always moving forward, can it traverse the whole track and return to A, having passed through A and H once only? In which direction will it be travelling when it reaches A?

(ii) Is it possible for a train starting from A in the counter-clockwise direction to traverse the whole track and return to A?

(iii) Is it possible for a train starting from H (a) in the clockwise direction, (b) in the counter-clockwise direction, to traverse the whole track and return to H, if it always moves forward? (Part of the track may be traversed more than once, if necessary.)

D. B. Esperson

There is a clear need for some immediate response to the immediate problem, and this has got to come from the Secretary of State. There are still shortage subjects, and there is a strong case for offering some unemployed young teachers the chance to retrain to fill the gaps. (Nobody knows how serious these specific shortages are, because the worst effect of a shortage of specialists is to eliminate subjects from the curriculum and thus eliminate the evidence of shortage.) Why isn't Mr Mulley acting with dispatch and energy to see how some of the money now being spent on unemployment pay and on other manpower and training services might be directed to this vitally important educational end?

This is one of the proposals the National Union of Teachers will press when they see him shortly. Other short-

term measures should certainly include some fair dealing educational guidance for students now in, or about to enter, teacher training. This year's story of qualified teachers unable to get teaching jobs will be repeated on a larger scale next year and the year after as the numbers available accumulate. What is being done to anticipate their difficulties? Who is warning them of the wrath to come?

There is no magic way of finding public funds to employ all the qualified staff now being trained—no amount of sitting-in can conjure it up. The Government cannot back down on public spending, nor is it right to urge them to do so. The answer must surely be to divert people who have been misled by earlier over-recruiting to education courses, into other forms of training, and enable them to make their contribution in another direction.

A lot of thought should go into exactly how this should be done in such a way as not to frighten off the best potential teachers. The colleges, still reeling under their own reorganization, are faced with a difficult pastoral task, in circumstances which must be expected to bring student morale to a low ebb.

Important as it is that the Secretary of State should be seen to be tackling

these immediate difficulties, for which he has a direct and inescapable responsibility, there are also medium and long term matters to attend to. Last week the members of the James Committee came together informally for a day to look at the scene which now presents itself five years after they were at work.

They reaffirmed their commitment to in-service training and the induction year, and urged that these should go forward very soon. In their view, this could only be done given some flexibility in staffing ratios by the teachers' unions. They may have been over-optimistic in expecting the unions to offer this olive branch. But the effect of the present crisis has given a new urgency to the James third cycle plans and has mobilized the support of the teachers behind them.

The NUT are now going to press for both the early introduction of induction year training schemes, and the expansion of in-service training—the central core of the James proposals—and it is quite possible to see how real negotiations between the teachers, their employers and the Government are possible. It would be a major step forward if the teachers were to press for one term sabbatical leave in seven years to be a contractual right, and to use all their bargaining power to this end.

In long term, there seems no reason to doubt the James Committee's conclusion that the best way to make teacher supply more sensitive to the changes in the job market, must be to go over to a system of consecutive rather than concurrent training, and base admission to teacher training, as such, on the prior acquisition of a degree or a DipHE. Had the James proposals been adopted in this respect, there certainly would not now be gross over-production of would-be teachers this year. Lord James and his colleagues stoutly maintain that consecutive training is also a better way of doing the job, and of giving the profession a better and more effective part in it. But everything suggests (page 5) that the concurrent pattern of education and training is firmly entrenched in the new BEDs now proliferating, and that the colleges and polytechnics are going ahead on these lines, with no regard at all for the sheer impossibility of getting the manpower sums right.

No comment

"The members of the James Committee were small and intense. This contrasts with the Ploughden committee . . ."—from a student's answer on a recent BED paper.

Overseas students: universities want cut in fees but curb on numbers

by Stephen Cohen

Tuition fees for overseas undergraduates should be cut, vice-chancellors and the University Grants Committee have told the Government. They also want a limit on the number of foreigners admitted and an increase in fees for home students.

The recommendations, which have been sent to Mr Fred Mulley, the Education Secretary, are the result of the only detailed study of tuition fees made in recent years.

The report says undergraduates should be charged £250 a year and postgraduates £350. At present the fees are £185 for home students and £420 for those from overseas.

The fee structure should be consistent, simple and lasting, and should represent about 10 per cent of total university income. Most home students' fees are paid as part of their grants and the report recommends that this should continue.

The different fee charged to overseas students should be eliminated. The report says it is unfair and a source of tension in the universities. It is also burdensome to administer.

The vice-chancellors and the grants committee believe that foreign students should continue to study at British universities, but say the taxpayer "ought not to be faced with an open-ended commitment on this account". Numbers should be limited.

They propose that the UGC should discuss separately with each university the number to be admitted and suggest that figures would be based on recent admissions.

The operation of this voluntary limit should be consistent with the universities' desire to select their students and with their international role and responsibilities. "If numbers are limited in the

way we propose, we see every reason for avoiding a high fee specifically for overseas students as a regulating device, and for dispensing with a discriminatory fee, which is so widely disliked and abusive."

Eventually, the report says, parental contributions should be abolished. But, until this is possible, the grant system should be revised to take into account the proposed increase in home students' fees.

About 90 per cent of the 270,000 full-time students in United Kingdom universities are home students. Only 30,000 actually pay fees; the rest have them paid by their local authorities.

Of the foreign students, approximately 23,000 (or about 85 per cent of the total from overseas) pay their way already.

An appendix to the report shows that if the proposals had been adopted this year, they would have yielded an extra £19.75m. But, because most of the transactions are simply book-keeping the actual cash increase would have been only £2.3m.

The Association of University Teachers said this week they were unhappy with the report. Mr Geoffrey Talbot, assistant general secretary, said the association did not believe there was any serious purpose in limiting overseas students.

The United Kingdom Council for Overseas Student Affairs welcomed the proposal to abolish the differential. Mr Rupert Bristow, a council official, said he applauded the realism and clear-sightedness of the report.

The National Union of Students also gave a warm welcome to the proposal to abolish the differential, but were against any limitation of numbers of overseas students.

Schools Council take stock

by Bob Doe

The Schools Council are to spend £97,000 on finding out what impact their 160 curriculum development projects are making. In the meantime, they will cut down the number of new projects they start.

This is part of a new policy which will evaluate the council's efforts to promote better teaching. The investigation will be directed by Mr Stephen Steadman, of the council's research team, and Professor Colin Lacey, of Sussex University, where the project will be based.

This latest project, *The Impact and Take-up of Schools Council Projects*, is the result of the decision taken by the governing council earlier this year to cut new curriculum development projects and in progress.

In a policy statement they said "Resources will be used to obtain more direct knowledge of the needs of schools and to establish more effective ways of meeting them."

Emphasis will be given to the consolidation and exploitation of work already completed and in progress and for the time being there will be constraint on the initiation of new projects.

This policy of restraint is partly the result of spending cuts made necessary by the restraints on public

spending. Cuts amounting to 10 per cent of the start-up programme were made for this year.

But the new policy also arises from the council's realisation that after ten years' work and more than 100 completed projects, they knew very little about how teachers found out about projects. Their reasons for adopting or rejecting them or how they evaluate them are also unknown.

The council's administration have few statistics to show how many teachers use the projects or how they affect teaching. They realise that sales of materials do not necessarily mean use of materials, or use of them in the way their designers intended. Conversely, low or no sales do not mean that a project has had no influence.

The schools are also confused about the impact of the council's work. Schools Council field officers claim that schools often say they know nothing about the projects but are then found to be using their materials. Credit for their development often goes to the publishers who produce and distribute them for the council.

Tragedy of 25,000 retarded

At least half the 50,000 people in hospitals for the mentally handicapped could lead useful lives in the community, Mr George Lee, secretary general of the National Society for Mentally Handicapped Children, claimed this week.

Speaking at a rally in Trafalgar Square on Sunday to launch Mental Handicap Week, he said that many of these unfortunate people would remain in institutions until they died. "This tragic and avoidable state of affairs cannot be explained away on the ground that no other solution to the problem of their residential care exists."

Improved educational methods in special schools and training centres, with their emphasis on social training, had proved remarkably effective in preparing the retarded for a life of greater independence.

Mr Lee said that experiments in residential care—small "group homes", sheltered housing or flats, and settlement schemes—have shown that moderately and even severely mentally handicapped people can live in the community with little supervision.

In a lifetime of having very few of further education, retarded adolescents and adults, Mr Lee said, are often "grouped" in residential care—small "group homes", sheltered housing or flats, and settlement schemes—have shown that moderately and even severely mentally handicapped people can live in the community with little supervision.

Mentally handicapped school leavers are often in difficulties because of lack of cooperation

between social services and L.E.A.s according to a study published this week by the Society for Mentally Handicapped Children.

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Mentally handicapped school leavers are often in difficulties because of lack of cooperation

equal access to these facilities. These criticisms, which were rejected, were made by a group of people who were not in the community, he said.

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How to deal with disruptive pupils and truants was discussed this week at a meeting called by Mr Fred Mulley, the Education Secretary, and in a confidential report to the ILEA.

FRANCIS STADLEN reports.

DES to seek ways to curb disruptors

The Government will try to find the best way of dealing with disruptive pupils and truants, Mr Fred Mulley, Secretary of State for Education and Science, said on Monday when he met representatives of all the main teaching and other professional associations and other bodies concerned with the social and psychological welfare of children.

For two and a half hours they discussed violent and disruptive behaviour in schools. Representatives from the social services were not present, but one of the main conclusions reached was that communication between education and social services must improve.

The notes of the meeting will be sent to social services directors. The first priority, the meeting agreed, was to collect examples of successful attempts to deal with disruptive children. The DES will ask L.E.A.s to find out how schools are managing. They are understood to be prepared to pay for more research on truancy; this would concentrate on monitoring the effectiveness of steps taken to prevent it and on what is being done for persistent truants.

The meeting also agreed that more should be known about behaviour units. More than 50 L.E.A.s now use them. Information on numbers and type and about how children are selected for them, is to be gathered.

Mr Bernard Wakefield, assistant secretary of the National Union of Schoolmasters and Union of Women Teachers, said this week that there ought to be a category of children who were "plainly disruptive". There were categories for

maladjusted and handicapped children. If a new category of disruptive children was established, they could be put more quickly into special units.

There was general agreement at the meeting that an useful purpose would be served by collecting more statistics on truancy and violence so that, for example, national comparisons could be made. The emphasis should be on local research and action.

There was a tendency, it was said, to associate truancy and disruption with secondary schools. It was also going on in primary schools. Anticipation and remedial action at this stage could take the pressure off secondary schools.

There were some unresolved difficulties, it was noted, or discussed were suspension and exclusion from school, relations between education welfare staff and social workers, the development of intermediate treatment schemes, and the feasibility of the different services having a common element in their training.

Procedures for taking action against truants under the 1944 Education Act and the 1969 Children and Young Persons Act and the difficulties arising from the transfer of children to and from schools, community homes, hostels, and detention centres were not raised.

A document circulated before the meeting, the DES suggested that schools could help themselves by taking a fresh look at their curriculum every now and then, by working out a consistent and collective policy on discipline, and by supporting young, inexperienced teachers and those nearing the end of their careers.

Discussions between the education divisions and social services departments—the divisional standing committees and case conferences—should be broadened to include area team and school-based consultations.

There should also be a review of the composition of the standing committees designed to broaden the representation, and of the methods of disseminating information and decisions arising from their meetings to field workers.

Although some teachers "view the value of preventative case work by social services departments with reserve", they have an important part to play in identifying and helping children who refuse to go to school.

Transfer from primary to secondary school is a particularly difficult moment for children, they say. It needs to be handled sensitively.

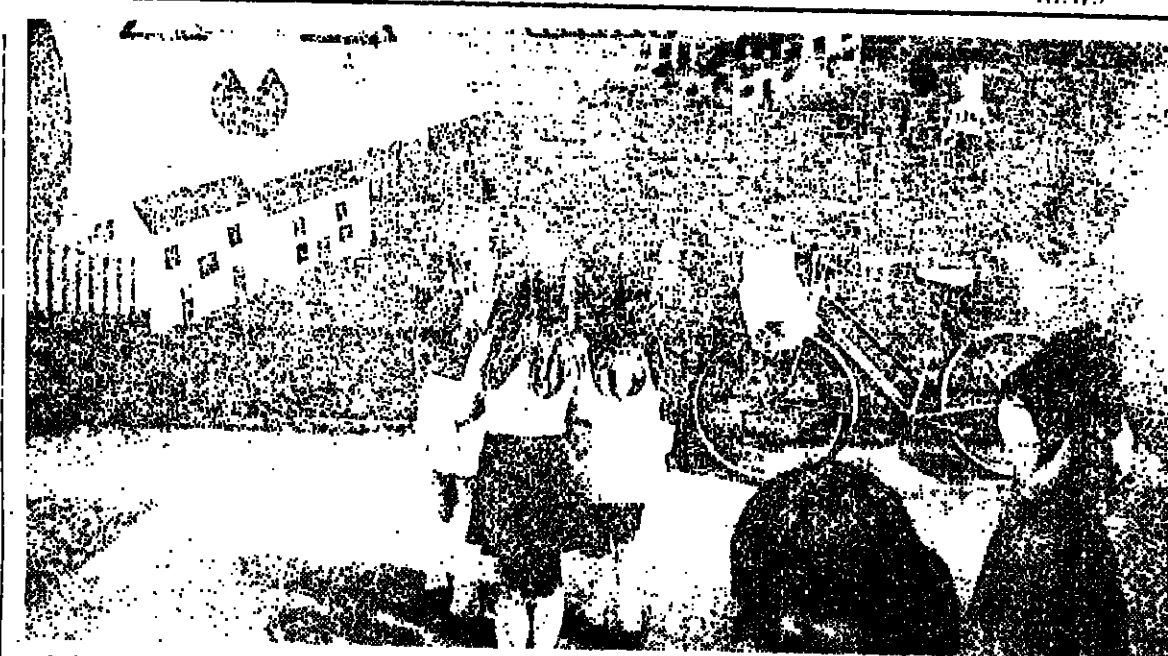
The causes of truancy are extremely complex. There is no such thing as the typical truant. A significant factor, however, is the double standards with which children are continually confronted.

"Increasing social legislation erodes the personal responsibility of the individual and, yet, the expectation of individuals to control their own behaviour remains high."

Although just and fair, the concept of universalistic education and social welfare can also assume an impersonal uniformity which can be experienced by parents and children as an increasingly alienating factor in a bureaucratic, technological world.

The working party were concerned not just about the opportunities children miss by not going to school, but about the risk they run of getting involved in crime and vandalism.

They have been unable, however, to agree on the use to be made of courts. The social services want all cases of truancy to go to juvenile courts, but the ILEA believe that magistrates' courts should also be used.



Admirers: Children from Marlborough Primary School enjoy the work of sixth-form artists from Queen's, a neighbouring girls' independent school in South-west London. For three years, the girls have been painting the playground walls after finishing their exams.

Ratios 'must be allowed to fluctuate'

As the birthrate continues to plummet, the Department of Education and Science are to abandon matching output from the educated colleges to a fixed pupil/teacher ratio. In a paper published on Tuesday the department suggests that the ratios should be allowed to fluctuate with changes in the school population.

Since last year the estimates of pupils in 1986 have been cut by 250,000. This is mainly because of the falling birthrate and because fewer teenagers than expected are staying on at school.

Government planners now predict there will be 7,500,000 pupils in schools in the late 1980s compared with 9,000,000 this year. Numbers should then start rising according to the Office of Population Censuses and Surveys who say that the birth rate will increase in the next year or two. Even so, it is certain that the school population will fall for at least 10 years.

"This would produce serious problems for teachers and for those concerned with managing the teaching force, not least in the attempt to adjust the recruitment of newly qualified teachers to meet the rapidly changing annual requirements." This could be partly overcome by allowing national pupil/teacher ratios to vary from year to year.

In the meanwhile the average age of school teachers would be going up. Fewer young teachers would be taken on and there would be a tendency for teachers to stick to their jobs. This would benefit the schools in some ways but it would also mean shortages of teachers in some specialist areas. For this reason the DES paper suggests that teachers should be encouraged to be more versatile and should be given opportunities for further professional training and retraining.

School and college buildings would also have to be more versatile—some would have to be merged or used for other activities temporarily. Some would have to be closed for good.

The paper's figures are based on the middle two (central and low) out of four alternative projections for the birthrate published by the census office. These have been combined with assumptions about the number staying on at school and in education under five, to give a projection of the total numbers. Since last year they have all been revised downwards. The figures for the birthrate in 1986 have now been cut by 102,000, for under fives by 64,000, for those staying on at school by 19,000.

The report also contains the first time figures for the number of school age pupils leaving mainstream schools, either because of emigration or entry to special or independent schools. This contributes a cut of 14,000, though this does not allow for any increase in pupils in the maintained system as a result of ending direct grant schools.

The Future School Population, Education Report No 85, free from the DES.

Long term help for minders

Childminders look after more children under five than all the official agencies put together, says a report published by the National Elfrida Rathbone Society.

But many of the children "will be pressured out of educational existence" unless minders are helped, trained, and given the necessary resources.

A high proportion of the minders are unregistered and, therefore, illegal and many of them care for children whose mothers would prefer them to be in nurseries. Collectively they have been blamed for educational difficulties later on.

The report describes the effects, long and short term, of an experimental five-week crash course in child care on 10 black childminders in Lambeth in 1974. The course

was intended to improve the care offered by minders by fostering good pre-school development and providing a good supportive and educational programme.

Although early monitoring seemed to suggest that it had been a success, visits to the minders by members of the National Educational Research and Development Trust six months later led to the conclusion that it had no lasting beneficial effects.

Mr Brian Jackson, director of the trust, said: "Crash courses in this situation will never work. Patient practical and perceptive follow-up is necessary."

But Mr Jon Cosgrove, director of the Rathbone Society, said the experiment showed the desperate need for more long-term day care projects in urban areas.

THE POLITICAL QUARTERLY

APRIL-JUNE 1976

FREEDOM IN PRACTICE

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From

TES

Jane Morton talks to Lord Redcliffe-Maud (right) whose independent report on who should pay for the arts in Britain is published this week

Local authorities should become the principal public patrons of the arts, says Lord Redcliffe-Maud, master of University College, Oxford, in his report, *Support for the Arts*, which was published yesterday.

Even now, counties and districts should start working together with the framework of the regional arts associations, to produce plans for local needs, in readiness for a period when we can spend more freely on this important area of life.

He rejects the notion that local cultural provision is a "frill". Self-expression through the arts, he says, is a vital dimension of community life. We recognize this in the schools, where children today—never before—are introduced to music, drama and the visual arts. Indeed, the wider public that exists for the arts today is in large part the consequence of the 1944 Education Act.

"We must now give people the scope to use and enjoy the skills they learnt to appreciate in their formative years. And this must happen at the level that is not merely accessible but where people can have a say in what happens."

This means regarding the shape of public spending on the arts as that the lion's share is spent locally. But not at the expense of the great national cultural institutions, like Covent Garden and the National Gallery, which are an inspiration to all artists and lovers of art as well as giving Britain its standing in the international cultural community.

Redistribution is easier at a time of expansion. Some of our great national institutions—notably the British Film Institute—need far more spent on them if they are to do their job adequately. And the total sum spent on the arts must be increased. In 1972-73 (the last year for which full statistics are available), we put less than £100m of public



Local money — for art's sake

money into cultural provision. The education budget was more than £5,000m.

For the moment, however, "all we can hope to do is secure survival". Local areas can start now, and later publish their strategies for the arts.

Meanwhile, at the top, there should be a Cabinet minister responsible for the arts whose brief would extend to sport and recreation generally. These areas of life "need their own spokesman" in parliamentary under-secretaries, not departments basically concerned with something else.

But Lord Redcliffe-Maud envisages no other major changes. Though with some justice it can be charged at times with too centralised and too paralytic a view, the Arts Council "seems a clean bill of health. The Arts Council principle is right for our main funding institution, he says.

He would not want the arts to be directly under political control. Nor does he want the regional associations to be replaced by bodies elected at local level. There should

perhaps be more out of London people and more people with local government experience on the Arts Council, and at all levels of decision making, more practising artists. But that is a separate issue.

The report has many more recommendations. Those who come out of it well are delighted. For Mr David Dugan, of Northern Arts (who were staged out among the regional arts associations for special prizes), it means the "seal of approval" for the relatively new regional funding system. The associations, which mostly date from the late 1960s or early 1970s, have had their problems and actually promoting, and the right distribution of funds between specific arts and specific areas, Lord Redcliffe-Maud, however, lines.

The British Film Institute and other bodies whose needs are recognised in the report are relieved and encouraged. Lady Lee of Ashridge, brought support for the arts into a cultural powerhouse equivalent to the South Bank for every 250,000 people in the country—about 60 in all. Only then would everybody have

knowledge that the points she made have registered.

But Mrs René Short, MP, whose working party report on the arts for the 1975 Labour Party conference proposed not only an elective funding structure—with compulsory contributions from the central government—but a compulsory rate contribution from local councils, was "crucial".

If "judicious pressure" on councils, from whatever source, has not made them willing to spend on the arts over the last 30 years, she said, it is "pie in the sky" to expect them to start now. The only way forward must be through councillors having to contribute and take an interest.

Mr Arnold Wesker was more disappointed than dissatisfied. Though said, we should spend on the arts, we hope to be in 10 years' time to a cultural powerhouse equivalent to the South Bank for every 250,000 people in the country—about 60 in all. Only then would everybody have

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Michael Binyon, North America correspondent, reports on the increasingly anti-bussing line being taken by President Ford and some outside experts

Bussing comes under fire as 'counter-productive'

WASHINGTON
As President Ford gets drawn ever deeper into a quagmire of controversy over bussing, a new Government survey shows that segregation in the north-east of America has been steadily increasing in the past five years.

Schools in this heavily populated part of the country, once the bastion of liberalism, are now the most segregated in America. Ironically those in the south, where the battle against racial segregation began, are now the least segregated.

The survey, compiled by the Department of Health, Education and Welfare, showed that last year about six in every 10 black pupils in the north-east, mid-west and border states were attending "intensely segregated" schools.

By contrast, in the south only just over two in every 10 black students were attending such schools. In 1964, when Congress passed the Civil Rights Act, about 98 per cent of the black pupils in the south were attending all-black or mostly black schools.

"Within a decade, the region where complete school segregation prevailed has become the pioneer in desegregated education," commented Senator Jacob Javits and Edward Brooke, who commissioned the survey.

The figures also show, however, that segregation of Spanish-surnamed pupils increased in all parts of America in the 1970s. In 1970 64 per cent of such children were attending "predominantly minority" schools and 29 per cent were attending "intensely segregated" schools. By last year, these levels had increased to 67 per cent and 30 per cent respectively.

An "intensely segregated school" was defined as one with more than 90 per cent minority enrollment.

Meanwhile, President Ford has been receiving more delegations of pro and anti-bussing lobbyists, following his remarks that he intended to set a time limit of five years on bussing and to curtail the amount of bussing courts were allowed to order.

The President has not come out

with any glory from his foray into the controversial bussing question. He has been strongly criticized for seeming to encourage those violently resisting bussing orders (as in Boston), and it is clear that a difference of opinion is emerging between himself and Mr. Edward Levi, the Attorney General, whose department is responsible for court orders to begin bussing.

The Washington Post said on Monday that if the proposed legislation to limit bussing was more than an election ploy, it rested on two premises: that the President and the Attorney General did not approve of the job the judges have been doing; and that the Administration thought it knew better than judges how to desegregate schools.

The Supreme Court has now ruled that the Boston order is constitutional, and bussing of 26,000 out of the city's 76,000 pupils will therefore continue.

There is, too, growing argument in academic circles over what bussing has actually achieved in terms of the advancement of black pupils. There has been little research into test scores of blacks before and after bussing operations, no real comparisons and no longitudinal studies.

Thus there has been great argument between a Chicago sociologist, Dr. James Coleman, who maintains that bussing is counter-productive as it increases the flight of white families away from the mainly black urban centres to the suburbs, and Dr. Robert Green, a sociologist at the University of Michigan, who disputes this thesis. Neither has been able to assemble conclusive statistics.

The only points on which most people are generally agreed are that bussing is very unpopular nationally, that it is only one of the ways to break down segregation which is often much more a result of housing patterns, employment and poverty than of deliberate school segregation; and that studies have shown the achievement gap between blacks and whites widens rather than narrows as the pupils grow older.

At present, primary schools are organized almost entirely along denominational lines and managed by Church-controlled committees. Mr. Richard Burke, Minister for Education, has come out strongly against any change in this policy, and has been backed up in his stand by Mr. Cosgrave.

The survey, carried out in the Dalkey area of Mr. Cosgrave's Dublin constituency, sampled one in four of the houses—more than 1,300 in all—and discovered that 64 per cent of all adults and 68 per cent of all parents of young children would prefer religiously integrated primary schools.

Some 87.4 per cent of all respondents also agreed that such schools should receive State support equivalent to that given to existing denominational national schools.

Roughly three-quarters of all the adults surveyed were also in favour of democratic control of schools. The survey area—in contrast to other areas where similar surveys have also shown support for integrated education—consists of a very wide range of housing spread across

introducing an income tax for the first time, but all previous attempts were opposed.

Last week during a stormy session, the State Senate approved a 15 per cent tax by a majority of 21 votes to 10. The vote will allow New Jersey to raise \$500m—enough to keep the schools going.

The Senate had little option after it became clear that, with appeal to the United States Supreme Court blocked, the legislature would have to introduce a tax or consent to its schools being closed and teachers receiving no pay.

West Germany

Move to ease call-up branded as election ploy

by David Dungworth

Party political differences are holding up the Government's controversial Bill to abolish compulsory military service. The Mediation Committee of both houses of parliament has been given the task of working out a compromise.

If the Bill, which was passed by the Lower House in April, does become law, young men will be able to avoid conscription simply by informing the local call-up office in writing that they are conscientious objectors. They will no longer have to appear before a tribunal to prove their sincerity.

Instead of serving 15 months with the armed forces they will be liable to a period of civilian service which is to be increased from 16 to 18 months. This will mean such duties as orderlies in hospitals or old people's homes or looking after handicapped children.

The Government believes that enough young men will still opt for military service to keep the recent report by the personnel section of the Ministry of Defence showing significantly higher recruitment to all three services during 1975 partly as a result of unimpaired competition for university places.

In support of these arguments they point out that the numbers of



Making conscientious objection easier is not expected to reduce the number of volunteers.

Defence, expects this trend to continue. If, however, the number of volunteers falls below the level required, a safety clause in the Bill provides for the reintroduction of the examination procedure for those claiming exemption.

As the new regulations are due to come into force on October 1—two days before the general election—their critics have condemned them as a vote-buying measure.

Opposition spokesmen have called for a "rock-solid" experiment which will lead to a serious loss of manpower in the armed forces and reduce the country's ability to defend itself. They predict that many conscientious objectors will register as volunteers in the hope of avoiding any form of service at all because at the moment there is a shortage of civilian service places.

In support of these arguments they point out that the numbers of

THE TIMES EDUCATIONAL SUPPLEMENT 27.6.76

The Stockholm-based International Association for the Evaluation of Educational Achievement has published a survey of the teaching of six subjects in 21 countries

Home background seen as key to performance

Comprehensive produce better was an evidence to support the argument that pupils in some countries had less ability to learn a foreign language than others.

Teacher characteristics were also most important concerning foreign languages. Pupils of English achieved better scores where their teachers rated their own competence highly, and had long teaching experience and put more than average effort in class preparation. On the other hand, the amount of foreign travel, residence or training had no effect.

Boys did better than girls in science in all countries—the gap in achievement growing wider with age. Girls, however, did marginally better in reading comprehension, literature and reading. Boys excelled in civics.

The most dramatic differences in ability were between pupils in the developed and less developed nations. In reading comprehension the gap was such that only 10 per cent of those in the less developed countries scored as highly as the average student in the developed countries.

The IEA Six Subject Survey: an Empirical Study of Education in 21 Countries, by David A. Walker, Almqvist and Wiksell International (Stockholm) and John Wiley and Sons.

Home background in the form of father's job and parents' education was the most important factor in determining differences in pupil ability in all but the foreign languages. It was particularly marked in younger pupils, the gap being narrower for pre-university students due to selectively in post-compulsory schooling. In England and Scotland, for instance, home background accounted for as much as 60 per cent of variance in science test scores among 14-year-olds.

While different school systems produced comparable proportions of high achievers in all subjects, the less selective comprehensive systems also led to a greater proportion of other pupils gaining at least moderate ability. The survey report concludes that: "High selectivity minimizes failure and low selectivity maximizes success."

Size of school was important concerning ability in science and literature, but not the other four subjects. Pre-university pupils in both the subject achieved better scores than small schools. This was also true for 14-year-olds studying literature.

The amount of time spent studying a subject was of particular importance for foreign languages and pre-university science. However, the report found that there was no advantage in starting to teach languages at an earlier age than necessary.

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As the riots in the African township of Soweto died down this week, Government Ministers agreed to reconsider plans for compulsory teaching in Afrikaans in black schools—the issue which sparked the unrest. Leader, page 2. Education in South Africa, pages 18 and 19.

New Delhi takes more powers

from A. S. Abraham

BOMBAY
Education in India will no longer be the exclusive concern of the provincial governments, the Central Government in New Delhi will have a say in it as well.

This is the implication of the endorsement by the All-India Congress Committee (AICC) at its recent session in the capital of a proposal to take education out of the State List and put it in the Concurrent List, included in the Seventh Schedule of the Constitution.

The proposal was one among many amendments to the Constitution suggested by a committee set up by the Congress Party and headed by Mr. Swaran Singh, the former Defence Minister.

It was asked to recommend major far-reaching changes in the Constitution for the party's consideration. Practically all the suggestions have been unanimously approved by the AICC.

The Seventh Schedule sets out three lists of subjects. One, the Union List, is within the exclusive legislative jurisdiction of Parliament. The second, the State List, is the sole concern of the State legislatures. The third, the Concurrent List, is the joint responsibility of both Parliament and the State legislatures.

But a law made by a State legislature concerning any subject in the Concurrent List will be inoperative if it is "repugnant to" any part of a law on the same subject made by Parliament. So in education, once the Constitution has been amended to that effect, the Federal Government will be supreme.

The Swaran Singh panel had suggested that both agriculture and education be transferred to the Concurrent List. These two subjects, it said, are "of prime importance to the country's rapid progress towards achieving development and socio-economic changes. The need to evolve all-India policies in relation to these two subjects cannot be over-emphasized."

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New courses lay equal stress on academic and practical

from William Farr

PARIS

The publication last week of a 280-page document on the content of teaching for the first two years of primary education and the two-year observation cycle of secondary education from 11 to 13 marks another step towards full implementation of the July, 1975, Education Reform Act. Other draft decrees have dealt with changes in structure and administration.

Plans for the different subjects are presented in varying detail and some will be developed during four months of consultation with teachers' unions before the texts of instructions applicable from September, 1977, are finalized and issued.

Meanwhile, the document has been sent to publishers to enable them to start work on the preparation of the new textbooks which will be needed by that date.

The document, drawn up by M. René Haby, Education Minister, highlights three areas of equivalent importance: languages and communication, science training, and artistic, manual and physical education. A balance must be maintained between the academic and the practical, says the document.

For the first two years of secondary education the timetable will comprise 24 hours instead of the present 25½, but an additional hour is provided for French, mathematics and a modern language, which is to be used by teachers to provide extra help to children who need it.

French is allotted six hours, a modern language four hours, sciences three, human sciences three, manual and technical education two, appreciation and practice of the arts two and physical education three.

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Teachers are told they should have lessons on the press and television, as well as on accepted French literary texts. One innovation is that in the second year all children are to be given teaching about Latin as the basis of the French language.

Children will be taught a modern language (the majority in fact choose English) not just as an intellectual exercise but as a means of understanding other countries. The final purpose should be above all practical.

The new area of human sciences will comprise history and geography as at present, and also economic, political and social sciences, and civics. The programme during the first year will cover study of the community of which the college forms a part.

In the second year the programme will cover the history of travel and exchanges between the civilizations of the world, a choice of studies of major world problems such as food and hunger, and of regional subjects such as industry in North America and the economic systems of India or China.

The new programme of manual and technical education is aimed at providing all children with knowledge which they can use in daily life, and which may lead them later to choose to become skilled technicians or craftsmen.

The 30 pages devoted to the first so-called preparatory cycle of primary education outline methods for teaching children of six how to read, write and count. This will take 15 of the 27 hours in the school week. Of the remaining 12 hours, five go to physical education and seven to activities aimed at developing "intellectual, emotional and physical capacities".

Slow learners will continue with their classmates in the same class and be given extra help throughout the second year to reach the required level. In this way it is hoped to reduce greatly the number of those who at present have to repeat the first preparatory cycle.

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President Ford: time-limits



Mr. Levi: responsible

New Jersey income tax means schools will stay open

At its seventh attempt in two and a half years, the legislature in New Jersey voted last week for a State income tax. This means that the State will now be able to pay for its schools which the State Supreme Court had ordered to be closed down if a new way of financing them was not approved before July 1.

The State needed to raise \$378m to pay for the schools without depending on property tax, which the court declared unconstitutional. It could only get the money by

introducing an income tax for the first time, but all previous attempts were opposed.

Last week during a stormy session, the State Senate approved a 15 per cent tax by a majority of 21 votes to 10. The vote will allow New Jersey to raise \$500m—enough to keep the schools going.

The Senate had little option after it became clear that, with appeal to the United States Supreme Court blocked, the legislature would have to introduce a tax or consent to its schools being closed and teachers receiving no pay.

Australia

Top private schools begin to feel the pinch

SYDNEY
Many private schools in Australia will yet again raise their fees by as much as 10 per cent this year. The latest increase seems to be South Wales, which has announced rises recently at Kingswood College, Carey College, Methodist Ladies College and Camberwell Grammar School.

Essendon Grammar School has increased its fees across the board by 7 per cent, due, according to the school, to increases in staff salaries. Other famous private schools to announce rises recently are Kingswood College, Carey College, Methodist Ladies College and Camberwell Grammar School.

Continued escalation of fees in the last few years has caused a constant increase in fees in this sector. The financial strain on these schools has also not helped by the continuing decline in the rural sector, and the loss of additional supporters.

John

THINKING BASE

Edward de Bono

The new 'CoRT Action' booklet formalises thinking and problem solving skills into a definite staged structure which serves to make thinking teachable. The structure also provides an attention directing framework which works to prevent drift and confusion.

This structured approach can be used to provide a thinking base in other subject areas (Geography, History, Integrated Studies, Religious Instruction, Social Studies etc.).

For details of CoRT Action and other parts of the CoRT series write to: Direct Education Services Ltd (T), 1 Alfred Street, Blandford Forum, Dorset DT11 7JJ.

Holland Early retirement experiment starts in October

AMSTERDAM
Voluntary early retirement for teachers is to begin in October as a two-year experiment.

About 700 teachers who will be 63 on October 1 will be eligible for retirement. Included will be 400 women nursery teachers.

The arrangement will be based on so-called "long extraordinary leave", whereby the teachers will retain their civil servant status and continue to draw part pay.

Arnold Lissauer

On their marks for the gold rush . . .

by Stanley Levenson

Up to May of last year Daley Thompson was a sprinter and high jumper of modest achievement (10.8sec and 6ft 4in). In May this year, at the age of 17, he won the AAA decathlon championship with a record total. Next month he competes in the Montreal Olympic Games.

A student at Crawley College of Technology, he improved the United Kingdom all-comers' record by 46 points to 7,685, which bettered the world age group total by 161 points and put Daley third in the all-time list of junior (under 19) decathletes.

And perhaps more important than all this, he achieved the qualifying standard for the Olympic Games, which was his visa for Montreal.

Thompson is coached by Bruce Longden, whose wife, Sue, completed an all-rounder's double by winning the women's pentathlon and who is also going to the games.

In fact, Thompson stays with the Longdens at their Crawley home in order to get the most out of his coaching. This is particularly important because of the high technical demands of this event. He explained that constant practice in such disciplines as the shot putt was essential. A week off often would mean the loss of progress.

A great deal of application is needed to make progress in the decathlon, a demanding test of 10 running, jumping and throwing events. He trains twice a day at the new Crawley Sports Centre or at Crystal Palace—going to the latter most evenings—a six-hour session, including travel.

Football, one of his big interests, has been abandoned for obvious reasons and apart from an occasional weekend at home in Kensington "painting the town red", his life, outside school hours, is dedicated to the decathlon.

Daley is preparing to take A levels in physics, biology and geography, but his intention to become a teacher has been weakened by the bleak outlook for the profession. He is not now certain if he will continue in education.

He is one of the 17 "academic-

chians" in the 55-strong athletics team for Montreal. Among them is the best known teacher in Britain, Alan Pascoe, lecturer at Borough Road College, who has suffered cruelly from injury this season and many not get to Montreal as a competitor.

Last year Pascoe carried all before him in the 400 metres hurdles; this season he has yet to race. It is devastating for him that he is likely to be deprived of a chance of a medal which, in 1975, he was guaranteed when he was a pupil.

Five of the 21 Montreal-bound girls are in education: high jumpers Denise Brown (mathematics at Birmingham University) and Maira Walls (now on a teacher exchange in Aix-en-Provence, but to start teaching at Whitburn Academy in September); long jumper Myra Nimmo, anxiously awaiting the results of her recent BSE honours exams in physiology at Glasgow University; 800 metres runner Christine McMeekin, a student at Dunfermline College; Joanne Riscoe, lecturer at Trent Polytechnic, Nottingham, who is a member of the 4 x 400 metres relay team.

Students in the men's squad are: Tony Stainings, who is studying health care administration and economics at Western University, Kentucky; 1,500 metres runner Dave Moorcroft (Loughborough) and 4 x 400 metres relay choice Peter Hoffmann (Edinburgh).

Burry Watson, surprise but decisive winner of the marathon trial, is a teacher at Baldham primary school, Eltham, London and Keith Angus, another marathon runner, is also a teacher.

Brina Adams, who goes for the 20km walk, teaches biology and technical drawing at Westcotes School, Leicester; steeplechaser John Bieouri is head of sociology and physical education at St Austin's School, Charlton, London; pole vaulter Brian Hooper teaches at George Abbott School, Guildford; hammer thrower Paul Dickinson at Dr Challoner's Grammar School, Amersham; Buckinghamshire; discus thrower Peter Tavered at William Penn School, Dulwich, London.

Convent finished sixth overall in the athletics competition.



Karen Baker: from runner.

And some who struck it rich

by Asif Khan

A team of young British athletes and swimmers has returned from the International Youth Games in Geneva with 26 medals.

The party of 40, consisting of schoolchildren aged 11 to 15 from Coventry, were among teams from 10 European cities taking part in the games. These are held every two years. Some Coventry youngsters had their personal best performances and the tally of trophies included eight gold medals.

Darren Bills, aged 14, a pupil of Farnham Park School, Coventry, won the boys' 100 metres in 11.25sec and achieved the distinction of being the fastest competitor in the games. He beat his previous personal best by 25sec.

Karen Baker, 14, who attends Tile Hill Wood School, led the 400 metre event from the start and won in 1min 35.67sec, slicing nearly 5sec off the existing championship record. She clocked a time equivalent to 2min 13sec for 800 metres and repeated her success of two years ago when she won the event in Darmstadt, West Germany.

Other outstanding performances were by Diane Cox, 13, of Stoke Park School, and Gareth Sykes, 14, of King Henry VIII School, who both won gold medals in swimming events.

Convent finished sixth overall in the athletics competition.

Science diary

by

John Maddox

Sunspots and the Sun King

Those who say that the history of science has nothing to contribute to contemporary science will have to eat some of their words after reading an argument about sunspots by Dr John Eddy, an astronomer at the High Altitude Observatory at Boulder, Colorado (*Science*, June 18).

Dr Eddy has been able to collect from historical sources enough information to prove, more or less up to the hilt, that there was a long period of roughly 70 years in the seventeenth century, and coinciding almost exactly with the reign of Louis XIV (1643-1715) when there was virtually no sunspot activity on the face of the sun. The assertion is not new—it was first put forward in the nineteenth century by the British astronomer Maunder. But Maunder was hardly listened to.

Eddy's account of past events, on the other hand, carries a great deal of conviction. It is bound to reinforce much recent contemporary evidence which suggests that the sun is by no means the constant star we like to think of. As Eddy says, "It may be one more defeat in our long and losing battle to keep the sun perfect, or it may not be. We think the sun should be one of these when other stars are not is more a question for social than physical science."

The first question scribbles will ask is why, if we are told about the 11-year sunspot cycle, it should only now have come to light that there was a period in comparatively recent history when sunspots were virtually absent from the sun for nearly three-quarters of a century? Part of the explanation must be that Galileo's introduction of the telescope into astronomy in 1610 or thereabouts was followed quite quickly by the onset of what Eddy calls the Maunder minimum.

Although naked-eye observations of sunspots go back well into antiquity, only the arrival of the telescope made it possible to see the smaller sunspots and thus distinguish the significant geometrical pattern of sunspots on the sun's disc—the rough summary above and below the equator—and the tendency for sunspots to appear at the beginning of a cycle at high latitudes and to concentrate towards the equator as a cycle develops.

It is an surprise that these regularities should have gone unremarked between 1610 and 1643. If that date marked the onset of a long period of quietness on the sun, that goes a long way to explain why recognized until early in the eighteenth century (the century, it has been something of a dark mark for nobody, not even the Flamsteeds of variation; now these reputations are unshared).

What Dr Eddy has done is to collect from the writings of astronomers in the seventeenth and eighteenth centuries what can only be called negative evidence of sunspots. For example, he reports (royal) as reporting the appearance of a single sunspot in 1654, and adding "these appearances, however frequent in the days of Scheiner and Galileo, have been so rare of late that this is the only one I have seen . . . since 1676".



LOUIS XIV ON AN SPOT

The principle is simple: earth's atmosphere contains quantities of carbon-14, formed by the impact of cosmic rays. The half-life of carbon-14 is 5,730 years, and on the average, the amount of carbon-14 in the atmosphere has always been the same. It is possible quite simply to estimate the age of, say, a piece of wood from a buried forest by comparing the concentration of carbon-14 in the wood with the concentration of carbon-14 in the atmosphere.

With the spread of this technique in the past quarter of a century, however, it has become plain that the assumption that carbon-14 concentrations in the atmosphere have always been the same is untrue. The chronologists have instead been forced to make their radiocarbon dates fit with those obtained by other methods by constructing a kind of standard curve for the concentration of carbon-14 in the atmosphere.

In the light of what Eddy says it is no surprise that this curve has been found to have been unusually low in the second half of the seventeenth century. And the interest of this coincidence is, of course, that it should now be possible to use what the chronologists have found about the concentration of the sun was in other times when the sun was active. The fourteenth century looks like having been another quiet time.

Climatic evidence of various kinds is also suggestive. During 1645-1715 Europe was in the grip of the Little Ice Age, a time when people were used to the sun being in the winter, but the summer was in the winter, and the winter was in the summer.

If it can be shown that the correlation between sunspots and the sun and climatic conditions on earth is so strong, it is not surprising that the climate of the earth is something to be concerned about. That is something to be concerned about, but for the rest of the world, the sun is still the sun, and the sun is still the sun.

Scheiner was the author of a book on sunspots published in 1630 which, according to the standards of the time, may have established sunspots as a time when new observations were set up all over the world. And there is supporting evidence from other sources. During the reign of Louis XIV, for example, there are no reports of sunspots appearing most frequently in the impact on the sun's atmosphere of charged particles flung off from the sun, the well with the supposition that was a long period of inactivity.

Similarly, observations of eclipsed sun during the period fail to describe the peculiar solar corona associated with an active sun. The shape of a now thought to be determined by the patterns of the sun's magnetic field which are rooted in its surface.

Two other lines of evidence at once more objective and more significant. These are a by-product of the activity in the past few years of the use of radioactive carbon dating organic material from archaeological sites and the

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Broadening the base

Margaret Maden

looks at some changing ideas about decision making in schools

The last decade has seen the development of a number of growth industries in education. Mostly they have been curricular, but many have been connected with broader social issues.

One such development has been a widespread interest in decision-making in schools, as well as in colleges and universities. This interest has been shown by the arduous debates of the National Union of Students and the teachers' associations, and in the Weaver report for further education and colleges of education. More recently, the Tyndale inquiry and the Taylor Committee have shown wider constituencies laying claim to increased influence on school decision making.

It would be convenient, as well as saving time and emotion, to believe that there is some rational and coherent plan which would resolve the many contradictions inherent in institutions such as schools. Similarly, we would like a model which would reconcile not only the varying interests of teachers, parents, counsellors and increasingly, pupils, but one which would also provide the necessary structure whereby the school's major educational aims could be effectively realized.

In *School Decision Making* Cyril Postler has written a most useful text which, if read widely, by heads in particular, would vastly improve most secondary school management. He eschews the seductive academicism of industrial management techniques (though not entirely); his seven pages on critical path analysis could be both off-putting to innumeratees such as myself as well as diversionary.

He could also be criticized for avoiding the turbulent emotions of many teachers, embroiled in what they feel to be insensitive and remote control mechanisms of many schools. Much of this intensity of feeling, sometimes finding expression in apathy as well as in rather hysterical polemic, would be improved if more heads followed his professional and humane suggestions.

'It is offensive and foolish that teachers are not informed of changes in staff and resources allocation'

For example, Mr Postler's approach to staff selection and evaluation, to pastoral and departmental structures, as well as to the important relationships between role definition, tasks and accountability, would ease the tensions and confusions of many large secondary schools.

Similarly, the apparently simple matter of effective communication emphasizes the advantages of treating teachers as whole and adult persons. It is both offensive and foolish that many teachers are not being informed, at the very least, of the yearly source allocation affecting their schools. This is especially important in a time of education cuts as well as falling rolls. However, the articles and instruments

of school government allow such a variety of practice that full information and communication is non-existent in some schools, and so obvious as not to be worth commenting on in others. It is fashionable to worry about variety of curricular practice in comprehensive schools, but I suspect that far greater divergence lies in the area of how schools are run, and for whom. Certainly, Cyril Postler is unusually sensitive to the possibilities of a new relationship between the comprehensive school and its community.

'Conspiracy theories abound when decision-making processes are closed'

Although his responsiveness to different interest groups is enlightened, I think that some of the strong feelings of many teachers and parents require closer scrutiny. It is interesting to note that Cyril Postler devotes but two pages to role conflict. He does, however, quote from Elizabeth Richardson's study of Nallose School, in *The Teacher, the School and the Task of Management*: "Certainly many staff members, in redefining their own leadership roles, were compelled to re-examine, at all times in quite a painful way, the basis of the authority they exercised in the school."

The process she describes is difficult enough if or when the benefits of a hierarchical system are recognized and accepted. But many teachers, especially younger ones, are rejecting hierarchy—a phenomenon not restricted to schools. In 1960, when I was at university, an influential and much read book was Erich Fromm's *Fear of Freedom*. During the 1960s Fromm's arguments were reduced by many to the virtues of "doing your own thing."

At the same time the matriarchal colleges of education were roundly castigated by many, including myself, for their pastoral romanticism, and refusal to recognize the realities of a pluralist society. Danny McDowell in *Dear Lord James* disparagingly described their "impatience with politics and political issues, a relentless search for consensus . . . It is at least possible to speculate that some of the present confusion between authoritarianism and authority is, in a mangled way, the product of these trends.

A related characteristic, found not only among teachers, is not so much a "fear of freedom", more a fear of dependence. In any institution, and especially in the comprehensive with its diversity of teachers, parents and pupils, no progress can be made unless all the participants recognize their interdependence. Such mutual recognition of roles cannot be achieved without openness. The i.e.a., the governors and the internal decision-making groups should be more open to scrutiny.

Initially, such openness will produce negative criticism, dismissive poses and simplistic alternatives. However, apart from a possible proliferation of "Heads manuals" and 22-year-old prodigies ready

for the next chief education officer vacancy, we have not much to lose from openness, and much to gain. Conspiracy theories abound when decision-making processes are closed. Spelling out, school policy making discussions, the constraints of cash, national agreements with teachers' associations, or i.e.a. policies will, slowly but surely, enable teachers to work more constructively.

However, the opening up of such discussion is not in itself enough. The battles waged in the NUT on the difference between consultation and participation reveal as much. A few schools collaborate when decisions are to be made, but few involve parents, pupils or governors as actively as they do teachers.

Workers' cooperatives may work in industry when the task is clear and profits check the success of the operation. In schools, the customer is both pupil and parent, and the statutory role of the governing body exists as part Ombudsman, part public relations officer and part defender of the public purse. The worker is not the only interest group to be considered.

At the moment, head teachers operate on the boundary between the internal and external worlds of the school. They can be seen as absolute or benevolent dictators or, as modern jargon demands, as "facilitators". Cyril Postler refers to the aim I would personally establish for a school "and sees the head as the person who commands the distribution of the resources of management: the allocation of staff, posts of responsibility, finance and so on. It is being increasingly questioned that a school's aims should be determined by the head, or that finance or allocation of staff should be so decided (even following consultation).

'Some seem to believe that a collective of teachers would be per se good and progressive.'

I think there are enormous and unresolved difficulties in both the present statutory arrangements for school government and, indeed, in some of the collective structures now being mooted. The present system can lead to inefficiency, apathy or antagonism on the part of many teachers. But as Cyril Postler says, collective leadership can be "no more accepting of the deviant than the most highly structured hierarchical society."

Some teachers seem to believe that a collective of teachers would be per se good and progressive (or traditional, according to personal taste). Similarly, many teachers assume that non-teaching staff of a school, as well as parents, pupils and governors, would strive to achieve similar goals to their own. None of this is necessarily true, but perhaps a few pilot schemes should be tried with full statutory backing, so that the difficulties could be examined in practice rather than in theory.

Whatever formal system operates in decision-making, the question of roles and of individual teacher authority will remain. Division of labour makes sense in a demanding workplace such as a school. While our Burroughs structure is probably too divisive, it nonetheless recognizes, as I believe it should, different levels of contributions and responsibility for others. Many of us already find that greater participation means greater time spent on wide-ranging issues. It is pointless and negative to devise systems whereby everyone tries to become head teacher, Scale One history teacher, head of house, parent and pupil.

'Teachers must learn to listen to parents and pupils without losing authority'

Certainly, open discussion can only work successfully if the head listens closely to the matters which are most urgent to the assistant teacher or head of department, but a concomitant to this must be that the assistant teacher or head of department becomes more aware of the head's role. More difficult still, we must all learn to listen to parents and pupils without losing our own authority. The delicate balance between these is difficult to achieve.

The traditional acceptance of closed hierarchy in schools is largely ended. When I, as a "militant" young teacher, fresh from NUS debate, first came into teaching in 1962, it never really occurred to me to question the decisions of my head. I occasionally indulge in a warped, romantic nostalgia and exaggerate the benefits of this passive acceptance. My personal fantasy is that I concentrated all my energies on planning lessons.

Many teachers, both more experienced and less so, need to be more involved in decision-making. This frequently improves, most importantly, the quality of their classroom work. In particular, the aims of good comprehensive schools include the social objective of helping the pupils become more adult. This can only be achieved if the teachers are themselves more adult and clearer about their personal authority. This is one of the main reasons why broader based decision-making processes in schools must emerge.

It would be sad, however, if as Cyril Postler says, collective leadership can be "no more accepting of the deviant than the most highly structured hierarchical society."

Some teachers seem to believe that a collective of teachers would be per se good and progressive (or traditional, according to personal taste). Similarly, many teachers assume that non-teaching staff of a school, as well as parents, pupils and governors, would strive to achieve similar goals to their own. None of this is necessarily true, but perhaps a few pilot schemes should be tried with full statutory backing, so that the difficulties could be examined in practice rather than in theory.

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Separate stories

Some months ago a number of British schools received a publication from the South African embassy on the education of non-whites in South Africa. In the light of recent events in Soweto and elsewhere, Margaret Legum compares the picture it presents with that of a new and less 'official' publication

It is humbug to suggest there are objective and purely educational criteria which can be applied to educational systems. This is not a bad thing: politics is not a dirty game; and the fact that education is closely bound up with political objectives forces us to think very clearly about its social effects. In Britain, for example, the argument about comprehensive as opposed to elitist education will continue as long as people, represented

by politicians, continue to differ about desirable degrees of egalitarianism in society.

In South Africa, there has never been any doubt about the political purposes and effects of education. Dr Verwoerd, when Minister of Native Affairs, speaking in the debate on the 1953 Bantu Education Bill, said "Good race relations are spoilt when the correct education is not given. Above all, good race relations cannot exist when the education is given under the control of people who create wrong expectations on the part of the Native himself—if such people believe in a policy of equality. If, let me say for example, a Communist gives this training to the Natives, such a person will create expectations in the minds of the Bantu which clash with the possibilities of this country. It is therefore necessary that Native education should be controlled in such a way that it should be in accord with the policy of the state."

No doubt, however, a spasm of righteous indignation swept the South African Embassy at the outcry over its attempt to distribute to British schools a glossy publication, *Stepping into the Future*. This purports to portray in statistical terms South Africa's education provision for black, coloured and Indian peoples. (Note the plural on that last word: it is a point of ideological principle that South Africa contains not people, but peoples.) The indignant response to this manifesto must have confirmed the South African conviction that foreigners simply do not want to know anything that conflicts with their preconceived ideas on apartheid.

The truth is that the political purposes of South African education are clearly visible and quite simply rejected in Britain. The book's attempt to present educational progress as an upward graph

parallel to that which can be drawn in any country is quite clearly phony.

In fact, the introduction makes no bones about the divisive purposes of the country's education policies, justifying them in a way—tendentious both morally and in fact—which must be offensive in British schools with a wholly different educational and racial philosophy. Here are a few examples:

● "No one seriously advocates a 'common society' in the full sense of the term." Here "no one" means "no SA whites", and is even so untrue.

● "At about the time the first whites landed at the Cape . . . the forbears of (the African population) were moving into what is today the Republic of South Africa". This ignores evidence of black settlement up to four centuries before the first whites came.

● "(South Africa's blacks) comprise no fewer than nine major distinctive peoples, each with its own language, culture, life-style, value systems (and) traditions." This is contrasted with the situation in Britain, whose blacks and whites are described as "homogeneous".

● "The national education policy . . . seeks to uplift peoples as cultural and political entities; it does not seek to Westernise individuals."

● "It has been estimated that it would cost upwards of R3,000m over the next five years to implement a programme of compulsory education for all black children. Most of this would have to be provided by the white taxpayer. This ignores blacks' contribution to indirect taxation and to the ability of whites by virtue of their artificially inflated incomes to pay taxes. Note also that this figure is roughly what South Africa will spend, partly on the proceeds of black taxation, on defence."

All this gives the game away. Of course, people in Britain reject the idea

that children of different races should be educated separately. They even need to know the crude nature of that separation, naturally not set out in this publication.

Dr Verwoerd in 1953 again: "I have control of native education so that natives are taught from childhood that equality of Europeans is not for them." This he amplified: "There is no place for above the level of certain forms of labour. . . . For that reason it is available to him to receive training which as an aim absorption in the European community. . . . Until now he has been subject to a school system which misled him by showing him the pastures of European society in which is not allowed to graze."

That kind of talk is not encouraged more. In any case, as the book says, "Rapid economic growth, along with perennial shortages of trained whites, power in greater South Africa (South Africa?), make it imperative for Bantu to play an increasingly important role in providing the skills necessary. In other words, as there are no whites, we will have to allow blacks to play a lot less, of course, a role than the white trade unions."

Here is encapsulated the essential tradition of the whole South African policy of separation. Greater (i.e. South Africa) needs skilled and educated workers in greater numbers than white population can supply, and black Bantustans have no hope in the foreseeable future of employing even their intended citizenry. But the answer—an integrated economy—makes no sense of separate development, unless you can persuade yourself

From home to House

Trevor Griffiths, creator of the current television series *Bill Brand*, talks to Jonathan Croall about his childhood, his years as a teacher, and his work for the theatre and television

In the first episode of *"Bill Brand"*, there is a very moving scene where your politician hero pays an uneasy visit to his family on the day of the by-election. Does this reflect your own experience?

It has a lot to do with a classic, northern working-class childhood and adolescence. I lived in a culture which suppressed emotion. There were no caresses or fondlings. Being a boy or a man meant remaining impassive, suppressing all emotion in the face, the hands, the set of the body.

My father was a short, wiry, very handsome man, who worked colossal hard—he was a chemical process worker like Bill Brand's father. His frame, his constitution took terrible flack—he died of lung cancer at 54. I had this incredible love and admiration for him. But then came the need to assert myself, and I grew distant from him, and felt that he was heavily critical of me—though later I discovered he was enormously proud of his son getting his chance to move on.

Then I married and moved away from home, and would only see him occasion-

ally. I began to like him again, to be interested in him. There was a historical explanation for every limitation in that man, and I had not understood that. Then, just at the time when relaxation and real contact were possible, he died—in very great pain at the end. So a lot of my writing is an attempt to fill up the experience that was denied during my early life.

So even in your more recent work you're still exploring your own background as well as political theories and structures? I certainly explore, but it's not a very conscious exploration. It's just sensing the richness of the material, which was very dark when I lived it. But I write about that because I think it's what a lot of people in our society have inside them, unexplored, in a way suppressed. This class tradition in the last 30 years, the extraordinary mobility through education, has led to a lot of suppression—not just of voices and the way we speak, but all sorts of behaviour.

I can remember feeling ashamed of my parents, and it was only later that I saw most of my education had been designed to push me towards that point, and that some of the best things about me, expressed in me from my past, from my family influences, had been denied. I had been tacitly requested to deny them—the vigour of the working-class community, the directness, the subtlety—and in their place put something else.

Richard Hoggart writes very effectively about the limitations of working-class life in *Intelligence*, for example. I see another side, but there is knowing each other. It's very hard to find this in professional, middle-class life. You began your teaching career in a private school in Oldham? Yes. It was a place where manners could be taught, where the "less able" sons and daughters of the rather well-off could be sure that their children were not exposed to the bad habits of other kids who went to the secondary modern. People who sent their children there resented the fact that their children had not been selected for a "better" form of education.

As a teacher I inherited all the regressive features of my own education. The first year was a mixture of terror and ruthlessness until I began to discover what I was about. In two years I became



Jack Shepherd as Bill Brand, soon to be 'trapped in the metallic logic of social democracy'

the senior master; and then I was put in charge of the school. What I and others tried to do was to give the place some moral and intellectual structure, to test the rest of those kids had been subjected to—the 13 plus. In a quiet way it became a kind of Red base, helped by pig-breeding anarchists with degrees taken at Oxford in 1919, eccentric art teachers, collection.

Do you feel you were an effective teacher?

I had to discover how to be effective, how to permit. There were one or two teachers down on the class like a ton of bricks, who let a class find its head and its heart. When I discovered how to do this, I became effective, a teacher less and less feared.

Then you went to Stockport Technical College to teach liberal studies—Brand calls the optimum of the 13 classes.

The work that I enjoyed most there I found most challenging, was with "lovely" kids, the "heavies". I ones that the people I had taught at previous five years had been angry. They were self-confident, physically mature, so it was always a challenge to confront 40 gas fitters on a Friday afternoon just after they'd been paid. I sat on all one's theatricality to handle an hour with a bunch of truculent drunks. One learnt to perform very well, though I'd never had any training or interest in being a performer.

Eventually I began to get a very first sense in my work of the meaning of a repressive tolerance—I was beginning to read Marcuse at this time. I could understand how that little bit of release was seen as some kind of psychological lubricant in the unmitigatedly ugly life of the craft student at the college.

Were you writing anything during this period?

I wrote a couple of television plays, which I didn't show to anybody, and then not about it, except for political stuff. I really start writing again until I left. I ching—the first play to be about Africa. I went "straight" was *The Party*. My agent sent it to Ken Tynan, who was resting in Ceylon, and I got a telegram saying the National must do it. And then I heard that Olivier wanted to play in it.

Do you think he was right for the part of John Tagg?

He offered extraordinary commitment to the part; he worked incredibly, ferociously hard. He came to see me long before rehearsals started. He said: "I just wanted to do the speech for you." And he stumbled through that 20-minute speech in the Glasgow voice he wanted to at. It was very moving—he wanted to get it right. And on the first night he was tremendous.

Some people seeing *The Party* said: "There is a play in this man, but he must get away from agitprop." I was less agitprop. I have yet to see in political theatre: I took a lot of flack from the left because it was so open. But my view of theory is that it is always provisional, tentative. I never roll it up and

political development has nothing whatever to do with economic development.

So the job of putting the policy across is a tough one, especially abroad. It is not surprising that *Stepping into the Future*, ignores as a statistical record some appalling facts about the state of education for blacks in South Africa. For example, although about 70 per cent of black schoolchildren enter school, less than 0.02 per cent reached matriculation in 1974.

In only a decade of independence, both Kenya and Zambia overtook South Africa in the provision of secondary schooling for blacks. Both are incomparably poorer countries, and have at their disposal only a fraction of the vaunted white taxpayers' money available to South Africa.

Moreover, the expansion in black schooling in South Africa over the past 10 years has been achieved at enormous cost to black teachers and black parents. The teacher-pupil ratio in African schools is 57.7 : 1; in the Inner London Education Authority it is 17 : 1. And while education is both compulsory and free to whites, black parents are responsible for most textbooks, for school fees, and often for a contribution to school funds to build new classrooms and pay new teachers.

You won't find out any of this through South Africa House. But you will find it in a first-rate new publication, *Forbidden Pastures* by Freda Troup (International Defence and Aid Fund, 104 Newgate Street, London EC1). Excellent value at 60p, the pamphlet makes astringent and absorbing reading from start to finish as well as being an essential reference work.

It follows almost exactly the same areas as the South African publication, but fills the gaps created in the latter by the dictates of propaganda. Like *Stepping into the Future*, it contains photographs. Anyone who has spent any time in black areas of South Africa will know at once which are the more authentic. The same applies to the text.

beh people over the head with it: I suggest it. I've been very influenced by the Lewis critical mode, which says "It's this way— isn't it?" The question is important. I think that is my mould politically.

I found *"The Comedians"* very funny and gripping theatre, but harder to unravel than *"The Party"*. Why did you choose that particular context?

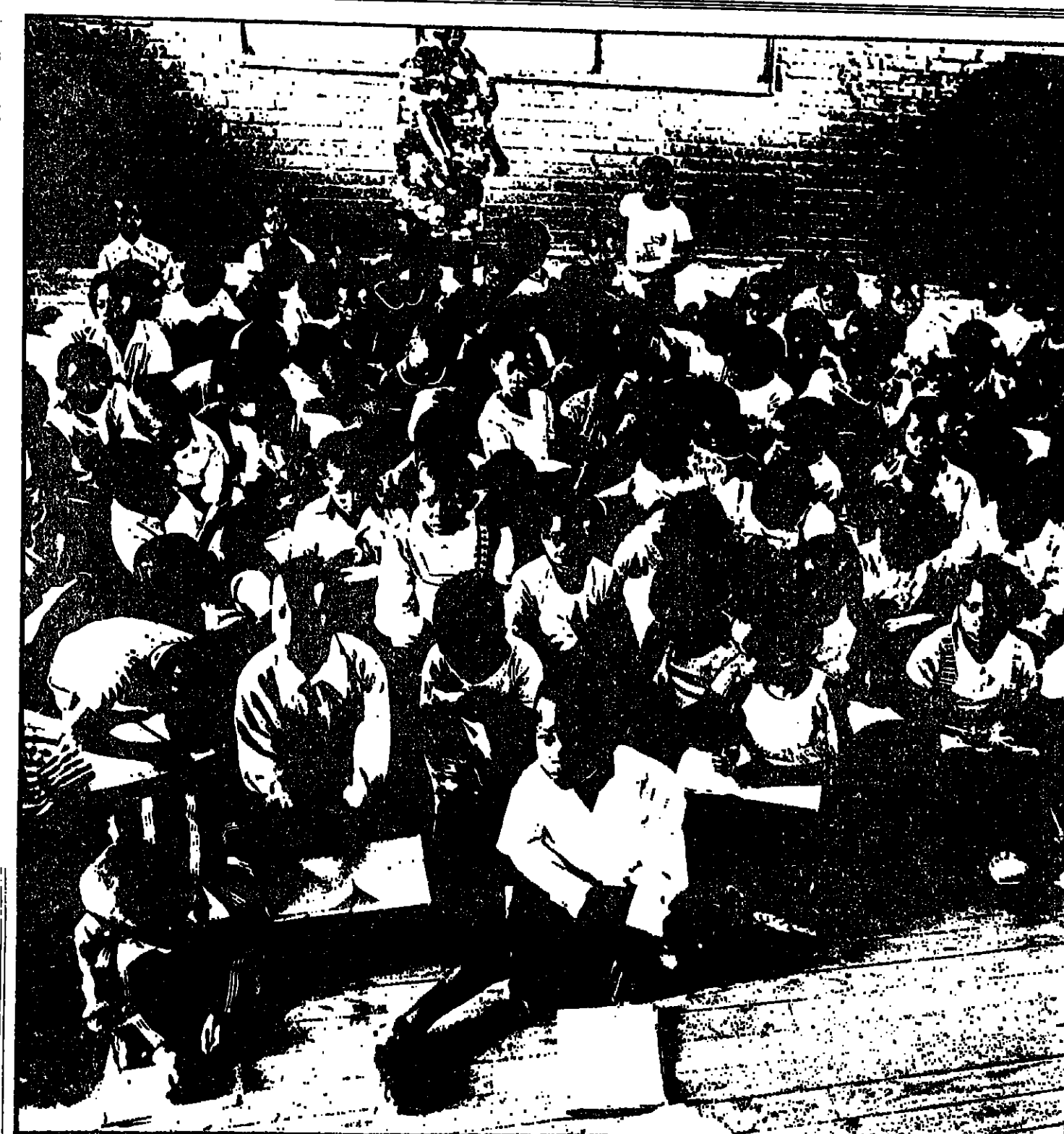
I didn't set out to write a play about the nature of comedy. But I was hung up: what none of us really explores inside the liberal cultural tradition is contradiction. And the contradiction that increasingly preoccupied me was: "Why do I laugh until my frame shakes at something as ugly as this joke?"

I've always gone for the stand-up comic. Party because he uses words which are both conventional and original at the same time—something about him makes the cliché new. Partly because words carry social meanings—you can read a comedian more easily than you can a singer. And partly because comedy seemed to be getting harder and grittier, and in a sense more truthful, and yet somehow it wasn't breaking the bounds of convention. And the central image of the play, which is of a teacher, was very much out of my own life.

I carried the idea for the play around for over two years, and for a long time it was only two acts. And then I started to write it, and after about 10 pages I discovered this curious thing growing up, this strange beast shuffling towards Bethlehem to be born—Gethin Price. That called for a third act, which I'd never written before: all my plays had been in terms of thesis and antithesis. To move through towards a provisional, tentative synthesis was new, but very frightening.

Does it matter to you that people should feel the need to act in some way after seeing one of your plays?

One of the hard things you learn from teaching is that you can't expect to see results in front of your eyes. It's very tude, let alone shifts in behaviour, are relatively slow. I've come to distrust massive dislocations inside the individual psyche: they are usually Pauline and revelatory, and they last about 20



We are fed on the crumbs of education

In 1973-74, government spent an average of R483.75 on each white child at school. About R28.56 was spent on each African child at school in a white area.

A poster printed recently in South Africa

minutes. Half the acting profession in the last three years has been through the Workers' Revolutionary Party on exactly that impetus of transformational insight.

I want people, when they've experienced a play of mine, to think and feel. But a lot of plays don't demand that: the compact between the play and the audience is "Enjoy yourselves, don't think about it, you're here to escape the grim realities". My plays say "yes, laugh, feel terror, but locate that inside your own experience, your own thinking." I'll probably never complete a play in the formal sense. It has to be open at the end: people have to make choices, because if you're not making choices you're not actually living.

Do you choose to write for television because of the wider audience, or is it a medium that attracts you anyway? I think television is the most important

medium we have for communicating with large numbers of people, particularly in the social classes I'm interested in talking to. You just can't find ways of doing that in the theatre; so you surrender liveliness and reciprocity for width and range of audience.

There was a lot of fighting to get *Bill Brand* on at nine o'clock. My argument was that my class, the people I want to talk to, don't watch from 10.30 to 11.30, because they have to get up at half past six to go to work. Programme planners care more about size of audience than who you are talking to.

How do you think people will react to your view of Parliament—that it's a charade, but it's where you need to be to have influence? That's the contradiction. It is a stiff critique of parliamentary process, but I think a fair-minded one. I think there are

no easy criticisms launched and left unsupported. I think it's honest to a left, socialist experience, to its illusory nature. I showed the episode about the anti-terrorism Bill to some Tribune MPs. They felt criticised: they'd have loved it to have been about how dirty the right of the party was, how inept and irrelevant the Conservatives were. But most of my plays are about the left, and I think *Bill Brand* does empathize with that particular impotent stance that they have in Parliament.

I don't know what audiences will make of it; I don't know if they'll learn from it; that's a big demand to make on people. But if you don't make the demand you don't know if people can respond to it. That's as true with television as it is with teaching.

"The Party" and *"The Comedians"* are published by Faber.

Authenticity—a musicological myth

by Alan Walker

the musicological movement (I use the term advisedly) is more than 80 years old. It was started by such pioneers as Arnold Dolmetsch in England and Hugo Riemann in Germany. Their chief interest was the revival of old music. They also favoured the recovery of obsolete instruments on which to play it, and at the turn of the century, the viol, the recorder, the shawm, and the pommer, which had not been heard since the Renaissance, once more put in an appearance. The technique of playing these ancient instruments was mastered anew—a considerable achievement after a lapse of 300 years or more.

By the end of the First World War, the movement had spread in the European universities and had assumed the mantle of scholarly respectability. Twenty years later, the music had come to rise to power, there occurred the mass migration of musicians from Germany, Austria, and elsewhere. Many of them went to North America where they occupied leading positions in this vast continent's institutions of higher learning. Some of them are still there, but the bulk of the money were now diverted into musicology, and what has recently been called the "Early Music" movement went under way. The speed with which the movement grew is symbolized by the fact that in the term "musicology" is not yet to be found the word "early" (1940). Today the success of the movement is such that musicology is the only age in history more interested in the musical past than in the musical present. And that, in my view, calls for comment.

The brightest jewel in the musicologist's crown is the establishment of Ur-texts, and the cultivation of "authentic" performances based on them. On the face of it, these objectives are not only commendable, they appear to offer a perfect solution to the problem of modern scholarship: might not the practical application of the principles of Ur-textualism, such an admirable enterprise. But it has to be said that "authentic" performances are a strictly historical concept: there are no longer any authentic listeners; there are no longer any authentic ears conditioned to hear the music "as the innocent ear" is a myth. The music that the late Jack Westrup from bravely documented in a rush of enthusiasm: "A proper 'historical' listening—listening history involves" his with the ears of another, that is to say, subsequent music banished from the "authentic" ways of listening. It is not, as he failed to tell us how the miracle of Ur-textualism might be accomplished. The known to me are sleep and death, and my ways are the ways of the dead.

111 uncertain about sleep.
 112 Again, the latter arrogant notion that a
 113 scholarly "scholarship" is somehow
 114 superior to an "unscholarly" one
 115 as he tries to recreate a contrived
 116 world while the other does not is musically
 117 approval. A dark cloud of scholarly dis-
 118 approval hangs over the "naughty nine-
 119 teen" performers, flawed and fuddled. Yet
 120 more genuine music flows out of them than
 121 from many a present-day "authentic in-
 122 strumental" — its correct sonic surface notwithstanding.
 123 Finally, this scholasticism, in any case, must
 124 realize that nineteenth-century musical interpretations
 125 in historical phenomena, there to be themselves
 126 and preserved. Meanwhile, we note that
 127 the audience grows by being to this topic
 128 performances of music to describe unscholarly

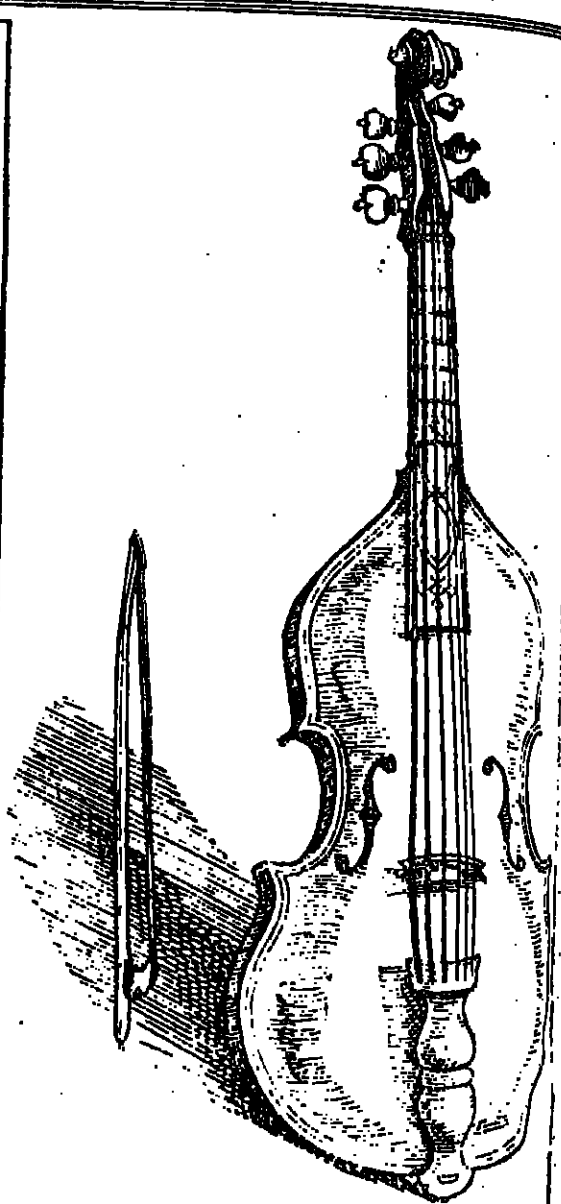
The same attitude toward arrangements. An arrangement is commonly regarded as inferior to a personal composition, a distortion of a composer's true intentions. It is never used to be. The change in our scholarship from entirely to the real with which sometimes draw an analogy in its case. Scholars to deface a great canvas, so painting. If a masterpiece will have been destroyed by relapse with music. But this analogy is false. You place a moustache on the face of Lisa, something will indeed have been destroyed. But if you change music, nothing will be harmed. You have created a new alternative version. The original was never intended to be played. The greatest thing that can happen, so happens, frequently to hope the people.

Curiously, musicologists have often given their life-
high esteem, and their compositions are
considered unworthy. What a foolishness! The
variations change the original, and are
therefore not variations. The purists ought to
call it *new music*. Sixty years ago, the French
made this very point, in *The Silence of the
Music*. We are still awaiting a reply.

In an arrangement's remaining offence, then,
it is not an Ur-text, but can't
be an arrangement, because it is not
music's true Ur-text, anyway. And on
this, most accurately, reflects its identity?
I equate the Ur-text with the notes on a
manuscript is to have a very dull
and uninteresting music. There is no virtue in
notation which merely transcribes music first
in notation which captures its essence.



Modern violone
by Wolfgang Nebel,
Celle



Paperbacks

Right to work

Margaret Cooper

Workless: Some Unemployed Men and their Families. By Dennis Marsden and Euan Duff. Penguin £1.50. 014 02 1850. 5.

Job Satisfaction: Challenge and Response in Modern Britain. Edited by Mary Welf. Fontana £1.75. 00 633541. 1.

The Penguin Guide to Supplementary Benefits. By Tony Lines. Penguin 75p. 014 02299. 5.

It doesn't really matter that *Workless* is too small and subjective a study to have any statistical validity. Its main aim was to communicate the quality of life out of work by letting the unemployed, skilled and unskilled, speak for themselves, and the many direct quotations demonstrate only too clearly what unemployment can mean—slipping standards, loss of identity, a slide into debt and hardship. But families are aware of society's criticisms and in turn offer some of their own. Employers, trade unions, fellow workers, government agencies: no one escapes. But it is powerlessness over life's processes and events, not bitterness, that emerges most strongly, together with the feeling that for the unskilled north-easterners unemployment was on the cards from childhood.

No firm conclusions are drawn about whether work is seen as a straightforward financial transaction or an integral part of a social contract between individual and society. But it is suggested that work offers the unskilled and disadvantaged a less than fulfilling relationship with society, that the

social security system wrongly blames them for their job records and that job-finding help and benefits are inadequate. Above all, though, the workless want and need work—but not always the kind the economy offers, nor the employer-worker relationships that currently exist.

Job Satisfaction begins with this point. Thirty-three contributions, ably edited, offer a comprehensive and rational look at the subject, presenting the quality of working life (especially from Robertson who underlines the traumatic transition for today's school leaver moving from an informal, participating style of school management to a rigid, undemocratically run factory or office); outlining the main developments in job satisfaction theories; and illustrating their practical applications in seven British attempts at job improvement, all more or less successful. But the editor admits that felled job satisfaction projects do not get talked about and ends with some expressions of doubts about efforts so far.

The title may do nothing for the emotions but *The Penguin Guide to Supplementary Benefits* is a very necessary book. It is a clear account of what can be claimed, with advice on how to set about it. *Workless* emphasizes the need for such a guide; too many still meet the local officials of the Supplementary Benefits Commission on a far from equal footing, unsure of what and how to claim, ignorant of the appeal machinery.

But will the claimants read it? — those men in the north-east? Or will the problem of communicating this sort of information to those who need it most remain?

Dr Arnold and after

Colin Bayne-Jardine

School Decision-Making. By Cyril Foster. Heinemann Educational Books £3.80. 435 8040. 8.

It is an encouraging sign of the way in which thinking about the development of school organizations has advanced that this book has been produced. Schools are moving away from the paternalistic style personified in the Arnold of Rugby legend while rejecting the managerial approach of the industrial assembly line.

The excellent Heinemann "Organization in Schools" series, are vital to inform and improve the necessary discussion that must go alongside development. Cyril Foster has had wide experience of school management as a headmaster and has also been involved in many courses focused on management approaches to secondary school problems. The information and valuable insights in this book will be of interest to teachers involved in secondary schools at any level.

The book begins with a swift analysis of the relevance of business management to education. This chapter is a little thin and it might have been useful to extend this section to show the way in which some business management approaches are being centred on human relationships, so are moving nearer to the approach adopted by schools.

The second and third chapters are excellent. They deal clearly with organizational patterns and become a coherent whole—a coherence that is essential if the current pattern of organization and academic organization in a school is to be avoided. An interesting list of possible tasks of an executive team illustrates the collective responsibility running through the book. Finally, the issue of evaluation is faced and the need to discuss whether or not an individual has grown with a role is highlighted.

Many readers will probably turn eagerly to the fourth chapter on the selection of staff. They will be disappointed if they are looking

for a guide to getting a job. Cyril Foster wisely points out that there are no short cuts. The process is a complex one in which both the school and the applicant must be involved. The summary of the process makes this clear, while there is a clear emphasis on personal relationships throughout. Good management is shown as the support of a caring organization rather than an end in itself.

Much ink has been spent and possibly even blood drawn in argument over consultation procedures and communication in secondary schools. Found the chapters dealing with these topics cool, helpful, and practical. Common sense, humanity, and a wealth of experience inform the approaches discussed and it is made clear that the simple creation of a structure does not guarantee its performance.

Furthermore, it is pointed out that any head must work at two-way communication; he must be actively accessible. The elegant memorandum is no proof of communication. Such tools as flowcharts, critical path analysis, bar charts, and the syllabus matrix are explained in a useful chapter on techniques of educational management. The latter technique is of particular interest at a time when accountability is being demanded of schools.

The complexity of the way in which organizations grow and respond to change is rather superficially dealt with in chapter nine but the process is one which demands a book of its own. As Professor Eric Doyle has pointed out, the dilemma faced by the school is that curriculum innovation demands change in the internal organization of the school and such change is itself a major innovation. Cyril Foster works from the premise that "every school is a dynamic social organization and, as such, it may well be wise to leave the dilemma of how to start change in a book which is essentially a synthesis of the way in which management skills can be used to harness change. Cyril Foster has produced a clear readable book which will provide valuable information for teachers in secondary schools.

No substitute for thought

Mary Vaughan

Teaching Thinking. By Edward de Bono. Temple Smith £4.15. 85117 085. 4.

Looking back on a lucrative spell on television quizzing, I am humbly obliged to agree with de Bono that information is no substitute for thinking. But dazzled as we tend to be by the "expert", however limited (especially in education) tend to equate those who know with those who think. The crux of this stimulating book is: "In the ordinary world, decisions and actions have to be taken, and since the information is usually imperfect it has to be supplemented by good thinking."

de Bono admits that "There is no one satisfactory definition of thinking" — he defines it directly or tangentially in various ways, perhaps most effectively as "the operating skill through which the intelligence acts upon experience" and his "heuristics" include a warning against confusing articulateness and fluency with thinking, and he stresses the danger of considering that the child who is inarticulate or inarticulate because of lack of verbal stimulation is necessarily a limited or ineffective thinker. Some of the most interesting results achieved by his Cognitive Research Trust whose IQs placed them on the very firm of the BSN and de Bono is that there is not necessarily a correlation between high IQ and skill in thinking—an argument that should see teachers industriously and humbly investigating the CORT methods and results.

Such teachers will find that, having

investigated and defined possible errors and patterns in the thinking process, de Bono gets down to the warm and practical heart of the book: an account of the CORT system of teaching thinking as used in the many schools, primary and secondary, where this is part of the curriculum, and various businesses including IBM who use it as part of their training programme.

It is quite impossible to review this book without quoting from it. The teaching of thinking is almost entirely a matter of attention-directing, since there is no new knowledge-content; does not sound unexciting but it sums up 24 fascinating pages on "Tools for Teaching Thinking" that give multiple introductory ideas on how the CORT programme sets out to set out.

When de Bono first mooted the possibility of "teaching thinking as a skill" in the pages of this paper, it provoked a lot of thinking—much of it hostile; and the author's amiable discussion of the many points of view denoted by his suggestion provokes a great deal more thought (or ranting) over the teaching material of the programme, and the valuable sections on "Problems", "Tests and Testing" and "Results".

No course of teacher training for teaching thinking has (so far as I am aware) been included in the curriculum of any college of education, but the CORT handbook, as well as the teacher's enthusiasm and basic training should be combined to deepen the ability to think which is latent in so many of us.

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The World of Education today and tomorrow. Education must ensure a society of exchange of ideas between all environments, and offer everyone the opportunities of the learning society. This report is the collective effort of the International Commission on the Development of Education, established by UNESCO in 1964, under the Chairmanship of Edgar Faure, former French Prime Minister and Minister of Education. ISBN 92 3 101017 4.

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23 Books/Politics

Issues of democracy

Andrew Currie

Political Education and Stability. By Ted Tapper. John Wiley £7.75. 0 471 01361 7.

This is a study in political sociology which will interest political scientists, sociologists and teachers. And despite a little inelegance of style, the book is commendably readable, and free from the scissors and paste impression which the enormous number of references may induce. An analysis is offered of the process of political socialization in which the roles of the family and of deliberately created institutions are examined.

Dr Tapper explores the relationship between education and political behaviour, the process of participation, the making of political choices, and that apparent anomaly the working class vote. Some case studies follow in which conflicts in the past decade are considered: the student revolt, black Americans, women's freedom and Northern Ireland. In these we see, inter alia, the paradox of militant students and supportive children; that revolt is perhaps part of the socialization process; that the use is one in which consensus is challenged and that the influence of the family is declining.

Although the opening words of the preface may cause one to ask "is your book really necessary?" the answer may well be "perhaps it should not have been." But it is worth study as an aid to understanding why some unfortunate phenomena do arise.

Local Government (third edition). By P. W. Jackson. Butterworth £4.20. 40654 1.

The Reformed Local Government System (second edition). By P. G. Richards. Alden and Unwin £5.50. 04 352056. £2.25. 04 352057 X.

Local Government Reform in England. By Jack Brund. Croom Helm £4.75. 85664 130 8.

Nearly all that need be said about Mr Jackson's, and Professor Richards', books, is that they are new editions of popular introductions. Mr Jackson's is more recent, includes a note on devolution, and is a more practical tool for examination at about OMC level: neither seems to offer the critique of a corporate approach to local government management which is sorely needed, but the faithful in such case will be glad to see them.

Dr Brund offers a useful short history both of the reform movement between 1888 and 1974, and of the reasons for lack of reform. Although published in 1974 the book is particularly useful because of the attention it pays to the local authorities' associations. The story is freshly told and the reader is provided with a means whereby the state of one English institution and its importance in a democracy may be understood. Frequent use is made of quotations from sources and many references are given. But the history is of the structure of local government and not of its internal management. It does not, of course, replace either Professor Smellie's short history or the fairly recent re-issue of Redlich and Lister's standard work.

Boating and Boats

JILL SUTCLIFFE

Jill Sutcliffe shows the reader how to look at boats with a fresh eye. She deals with the differing design, equipment and uses of boats, looks at boating for fun and gives information on safety and weather lore. There are also chapters on boats of the past, on boating themes in art, literature and music, and suggestions for discovering more about boating and boats. Local Search Series 49 Illustrations £2.50

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DEREK HANSON and MARGARET HERRINGTON

This is an examination of what happens to students as they prepare for work in classrooms, and how school experiences tend to reproduce particular educational perspectives, so that new entrants to teaching are unlikely to act as agents for innovation and change in the school system. Combining the viewpoints of a sociologist and a teacher, this book offers a sound practical advice to students who wish to make a positive impression on the school system. Students Library of Education £2.95

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ROY NASH

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Teachers are invited to write for inspection copies to Broadway House, Newtown Road, Henley-on-Thames, Oxon RG9 1EN.

Routledge & Kegan Paul

Inertia city

Julian Le Patourel

Cities: The Public Dimension. By W. Harvey Cox. Penguin 80p. 014 02 1934 X.

"It is always a good time to be exploring new means of making power responsive," writes Harvey Cox in this series of essays around the theme of the city and citizen in Britain. His explorations suggest the establishment of bodies similar to parish councils as a way of revitalizing the government of our cities. Whether by these means the distribution of power among the various levels of government would be much changed, let alone tipped towards greater responsiveness, is questionable.

The book skirts around the reason why local government actions appear remote and to be responses to officially perceived needs as opposed to citizen perceived needs. Its concentration on the phenomena of bureaucratic inertia obscures the organizational shuffling with which bureaucrats are changing the face of the government system. There is an increasing tendency for power to concentrate at the centre. Not merely the finances but also the functions of local authorities are being drawn inward—Whitehall takes from the top tier (recently, computerized motor vehicle and driving licences). Local government centralizes within and the 1974 reorganization provides a number of examples. 1974 also saw the reorganization of health and water and sewage services which removed another swatch of functions from local government.

To be sure, Cox has noticed this tendency. The book makes a number of allusions to the development of more widely, and hence more centrally, based strategies which are a natural response to the growing complexity and interrelationships of modern social issues. Structure plans which have to be approved by the Government, are a case in point.

Cox's solution introduces another of government to replace at community level that which has been lost. What would this tier do, who could do it, and would the man in the street see in its actions a response to his needs? Boston's parish council, we are told, spent £1,500 on two tennis courts and "after lengthy altercation, succeeded in getting the rural district council to refer all planning applications to it for comment." It is one thing to comment; quite another to be accountable for a decision. Only in direct accountability for real decisions will responsiveness be. Such tinkering at the edges of local government activity may reduce the now notorious public apathy for the time. But participation in local causes is unlikely to result in sustained involvement.

For all the discussion about local government (and this book provides good discussion especially in the chapters on finance, participation and housing), changes will have to begin from the centre. Donald Schon's book *Beyond the Stable State* gives some interesting ideas on how they may be made. But this does mean that those who are powerful and who are becoming more so will have to shed a lot of what they now enjoy. It will be interesting to see what devolution actually brings.

"Some will think it futile to ask whether the central tendencies in the new industry... are good or bad, since they seem to be inevitable," wrote a correspondent in *Municipal Engineering* recently. He was talking about water authorities but he could have been talking about any public organization. How, in this context, will any level of local government be, as Harvey Cox put it, "more than a field agent for central government?"

Among this week's contributors:

Colin Bayne-Jardine is headmaster of Culverley comprehensive school, Bristol.

Margaret Cooper is a tutor/counsellor in vocational guidance with the Open University.

N. W. Pile is ex-head of the department of biochemistry at Rothamsted Agricultural Station.

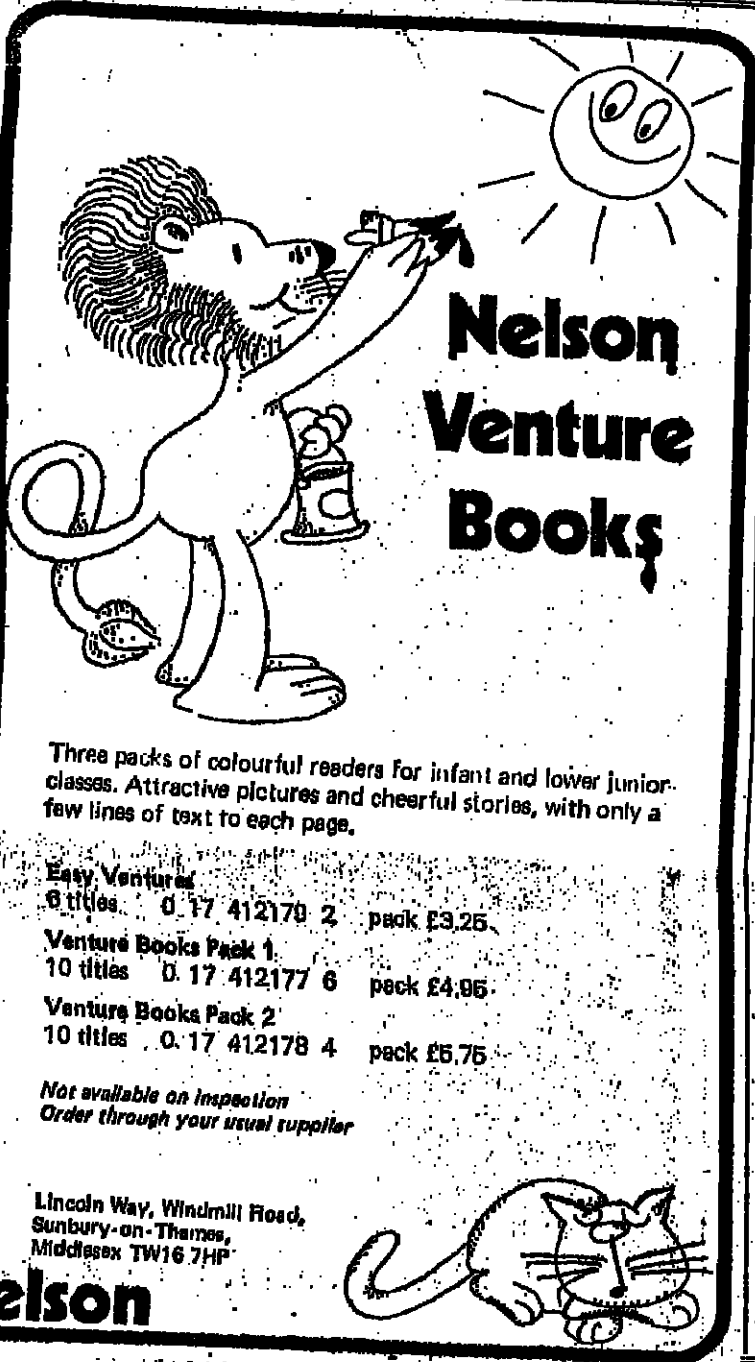
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Nelson

An age of aquaria

An aquarium has several advantages over many other kinds of livestock kept for school biology projects. It enables schools to keep many different kinds of animals comfortably together in a reasonably small space. You can keep many different species of fishes, in a community tank, and several other kinds of aquatic creatures besides in a coldwater tank.

A properly balanced aquarium, using only cold water and set up to simulate a freshwater pond, is a whole world in miniature. If correctly planted and given time to settle down, such an aquarium will

approximate closely to the conditions found in a freshwater pond. You will have the advantage of being able to study the entire life histories of the creatures you are keeping.

The tank size depends on the place where it will be kept, the amount of light available, and the number and size of the animals you wish to keep.

An important consideration frequently overlooked is the fact that a large tank full of water is very heavy, and must be adequately supported. A 10-gallon capacity aquarium, when filled with water to

within two inches of the top, weighs nearly 200 pounds. It must therefore be sited permanently and it must have a firm and substantial base, such as a heavy oak table, a wide, solid window ledge or a heavy iron stand.

If portability is essential—if, for instance, pupils have to take the tanks home during the holidays to look after the animals—you must opt for a small tank. However, this will mean that you will not be able to keep the larger creatures, and later when your animals breed you may find a small aquarium overcrowded.

If you decide to breed fishes—whether cold-water or tropical—you will find it best to start with as big a tank as you can find room for. If tropicals are your choice, bear in mind that the more water

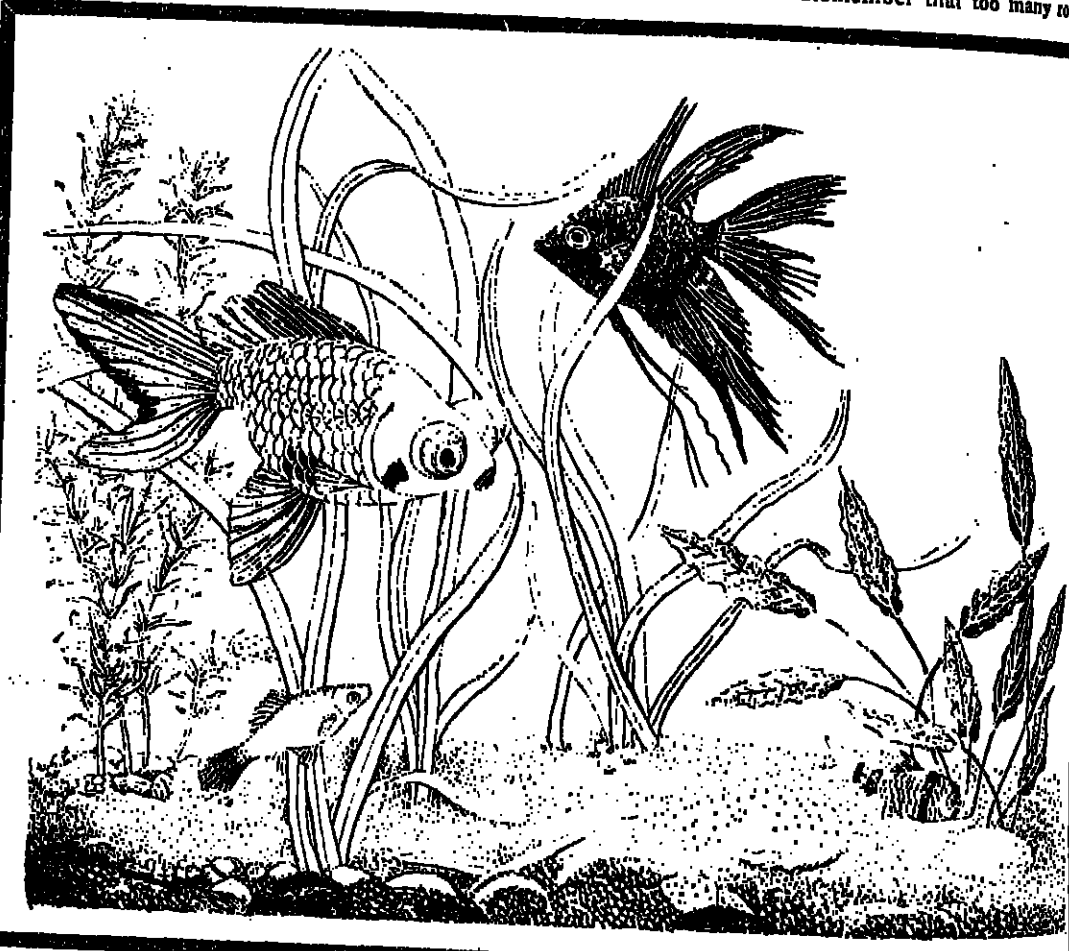
you have the more electricity will be needed to heat it. Small pond animals are best observed in a small tank, as in a large aquarium they tend to hide behind rocks and weeds.

When siting the tank, try to avoid a south-facing window, as strong sunlight for several hours a day is not only uncomfortable for the inmates but encourages the rapid growth of algae, which form a thick green deposit on the glass. If it is impossible to avoid such a position, paint the outside of the tank on the side nearest the window, or paste a piece of brown paper over it. Also avoid standing the tank near hot pipes or radiators, as the heat can crack the glass, and, in the case of a cold-water aquarium, raise the water temperature.

To set up the aquarium, cover the bottom with a layer of gravel, which must first be thoroughly in a bowl under a fine cold tap until all dust has disappeared, and the fine sand or gravel is sloped gently from back to front. This also will tend to follow the slope, disturbing the plants growing on the far side. Do not use sharp particles of waste food which cause unpleasant odours.

Now arrange some natural positions, leaving pockets between them in which to anchor the water plants. All should be well washed before use. Remember that too many roots

bottom with a layer of gravel, which must first be thoroughly in a bowl under a fine cold tap until all dust has disappeared, and the fine sand or gravel is sloped gently from back to front. This also will tend to follow the slope, disturbing the plants growing on the far side. Do not use sharp particles of waste food which cause unpleasant odours.



The fishes: top left: Gold fish; top right: Angel fish; bottom left: Platy; bottom right: Tiger barbs. The plants, left to right: Elodea Densa; Valisneria spiralis; Cryptocoryne Petchi.

In the swim with Black Mollies and Jack Dempseys

Fishes for the cold-water aquarium. With a small tank the choice of fish is rather limited, as many species of coldwater fish are predators and cannot be kept together.

The easiest to keep are members of the carp family, such as the common goldfish, which are now available in many colourful varieties. The Japanese shubunkin, is blue or mauve. The fantail has a large, decorative double tail, the body is round, blue or silver. The veil tail has a divided tail which falls down over one side of the body like a curtain, while the Moor is velvety black all over and has remarkable protruding telescopic eyes. This variety is a most effective foil for more brightly coloured fish.

The following coldwater fishes of other groups are hardy and can do well in a small tank while young and not too large. The minnow (*Phoxinus phoxinus*) never grows to any size and quickly becomes tame, taking food from the fingers. This little fish is usually olive-green or brown, with light spots. The tank must be well-oxygenated or the fish will not thrive. In the breeding season the male becomes suffused with green and reddish tinges.

The three-spined stickleback (*Gasterosteus aculeatus*) has particularly interesting nest-building habits. The male builds a beautiful round domed nest among the weeds; he then chases his mate into the nest, where she lays her eggs. The female swims away, leaving the male, resplendent in his breeding-season colours with scarlet underparts, on guard until they hatch.

The stickleback is extremely pugnacious and must be kept separately or it will kill other fishes. Only a single pair can be kept in one tank, as during the breeding season rival males will fight to the death often of both combatants. Outside the breeding season the stickleback is a silvery greenish or brownish colour.

The common rudd (*Scardinius erythrophthalmus*) is dark brown with shining silvery sides and tawny-red fins, and lives peacefully with other fishes. The green tench (*Tinca tinca*) is very attractive, some have

golden markings. The dace (*Leuciscus leuciscus*) can be kept in a small tank when young but prefers to live in a group with several others of its species. Other indigenous coldwater fishes which may be kept in a small tank are the bullhead or miller's thumb (*Cottus gobio*) and the gudgeon (*Gobio gobio*), a scavenger.

Bitterling (*Rhodeus amarus*) is a small species, rarely exceeding two inches in length. The female is greenish-brown, while the male, in the breeding-season, becomes brilliant blue on the back and sides, with a bright red tailfin, edged with black. Freshwater mussels must be kept with this species as the female bitterling lays eggs in their shells. The young remain in the shell for a few days before swimming out into the water.

Fishes for the tropical aquarium. Tropical fishes mature much earlier than cold-water species, often breeding at three months, and so do not usually live as long as coldwater fish, which take much longer in mature and can live for many years. Tropical fish should therefore be bought young.

Tropical aquarium fishes are divided into two main classes: livebearers (which are viviparous, giving birth to living young) and egg-layers. Each group comprises several families. The livebearers are usually the easiest to rear, their breeding presenting few difficulties and most species will live amicably together.

One of the most well-known livebearers is the guppy (*Lebistes reticulatus*). It does not need much fluctuation in water temperature. The species has been bred in many varieties, all of which are brilliantly coloured and brightly-spotted. The female is about two inches long, the male smaller. This fish is a prolific breeder.

The platy (*Xiphophorus maculatus*) is another attractive small fish, about the same size as the guppy. It varies in colour from red and yellow through other shades to black. In another closely related species, the sword-tail (*Xiphophorus*

helleri) only the male has the sword-like elongation of the tail fin. These beautiful little fishes are inexpensive, water temperature and prefer a minimum of 70°F.

Against the brilliant colouration of Xiphophorus species, the Black Mollie (*Molliesia sphenops*) provides a striking contrast, being entirely black. This fish, which grows to 3½ inches, is rather susceptible to chilling and the water temperature must not be allowed to drop below a constant 74°F. It also needs more vegetable matter in its diet than most other tropicals.

The glass-fish (*Ambassia latia*) which, as its name implies, is transparent, is smaller in size. An eel-like fish which spends its time swimming

with sinuous movements along the bottom of the tank is the hump-backed loach (*Acanthopneustes*), which grows to about 3 inches and is reddish-orange with dark brown transverse stripes. All these fishes breed regularly and require no special attention in the breeding-season beyond extra nutritious feeding.

The egg-layers. These make up the majority of tropicals. There is a vast choice, but the following are recommended. The neon tetra (*Hyphessobrycon innesi*) is electric blue, green or red, glows like a tiny neon strip, and is little more than an inch long. This diminutive fish is easy to keep and a brilliant adornment to any tank.

The glow-light tetra (*Hyphessobrycon erythrozonus*) is slightly larger and has an iridescent lateral line; the young are completely transparent. Another very pretty fish of similar size is the X-ray fish (*Pristella ritteri*). All the internal organs and the circulation of the blood can be observed, making it an ideal living study in fish biology.

The head-and-tail-light fish (*Hemigrammus ocellifer*) is a slightly larger member of this group. It has a glowing red spot at each end. The black tetra (*Aphyocharax nana*) is a blood-red fish while the rest of its body is an iridescent steel-blue. It is the same size as the flame-fish (*Hyphessobrycon flammeus*),

aquarium and the kind of fish to get

over luxuriant weeds, tend to obscure the inhabitants. Fill the tank with tap-water to within 2 inches of the top. To avoid stirring up the sand, place a saucer on it and pour the water slowly into this, after which it can be removed.

The final stage is planting. It is easier to insert the water-plants after the tank has been filled than before; the roots are simply pushed into the sand with a stick, and can be anchored more firmly with small pebbles if desired. Water weeds look best set in small groups of separate species. One or two kinds such as *Potamogeton*, are entirely floating and do not require planting, but these varieties spread very rapidly and can eventually black all the light from the surface of the water.

Recommended plants for the cold water aquarium include the arrowhead (*Sagittaria*), tape-grass (*Vallisneria*) and Canadian pondweed (*Eelodaea*), all of which are sturdy and good oxygenators. Another useful and decorative plant is the common hornwort (*Ceratophyllum*). Although some weeds can be dredged up from the nearest pond, many aquarists prefer to buy plants which are clean and free from pollution or parasites. Plants from a pond should be washed thoroughly to remove any small leeches or other creatures, which would destroy the fishes.

Plants suitable for the tropical tank include not only the first two of the coldwater species above

mentioned but also the so-called Indian fern (*Ceratopteris thalictroides*), water milfoil (*Myriophyllum*) and any one of the *Cryptocoryne* group of plants, many of which have red leaves. Plants of this latter group should be planted in a shady corner, as they thrive best where there is not too much light.

The main item of electrical apparatus required to heat a tropical aquarium is a thermostat, which maintains the water-temperature within certain limits. It is economical in use, as it switches itself off automatically as soon as the pre-set maximum temperature is reached. Follow the maker's instructions carefully as there are

several types available, each with different requirements. It is very important to remember never to leave a heater switched on while water is being siphoned off from the tank. This can not only damage the heater but can give the operator a very nasty electric shock.

A well-kept, properly oxygenated tank does not require aeration, filters or other electrical gadgets, but a thermometer is a useful check on the maintenance of the correct water temperature. If the water becomes cloudy, it usually means that stale food and other debris are being allowed to accumulate on the bottom instead of being siphoned off regularly and no filtering will remedy this.

Artificial illumination gives a

most pleasing effect, but a very bright light should be avoided, as fishes do not like living in a constant glare. When fitting tubes underneath the tank cover, care must be taken to avoid any contact with the water.

The tank should now be left for a few days to settle down before introducing the fishes. This is especially important with a tropical aquarium; the water must be at the correct temperature and the plants flourishing—which they will not be if the temperature is wrong—before the animals are introduced. This settling-in period also gives you an opportunity of making any necessary adjustments to the thermostat. You must, of course, keep a regular check on its functioning, because irreparable damage can quickly occur if something does go wrong.

Do-it-yourself tanks

It is not difficult to make a school aquarium and his costs are considerably less. Metal frames are obtainable now or so called from most pet shops and a variety of sizes, varying from the small 12-inch to the really spacious ones three or four feet long.

If the frame is secondhand, rust, old paint or dirt must be removed with de-rusting compound, paint-remover or abrasive cleaning powder. It should then be washed thoroughly to remove any traces of cleaning materials, which could be toxic to fishes. Enamel is usually used for painting the frame, lead paint should not be used as it is poisonous.

The glass is embedded into the frame with a special watertight aquarium glazing compound, obtainable from aquaria suppliers. It is better to use this than to try to make up a formula with putty, cold size and other ingredients, and there is the advantage of quick-setting, as well as the mixture being guaranteed lead-free. The tank bottom should be slate rather than glass. This is stronger.

Both the slate for the base and the glass for the sides must be carefully measured, allowing for the thickness of the material before cutting. A perfect fit is essential to avoid leakage. Plate glass not less

than a quarter of an inch thick must be used, thicker for a very large aquarium.

The base should be embedded first, then the two long sides and finally the two ends. Glazing compounds should be used liberally otherwise the joints may not be completely watertight. About 2½ lb of compound is enough to glaze a 24-inch tank. When inserting the edges of the glass into the compound do not press the glass in the middle, or it may snap. After the base and all the sides have been inserted the temptation is to trim off all the surplus compound while it is still pliable. However, if this is done the tank will leak.

The tank should be placed in its permanent position and filled with water; the pressure will help to embed the sides well into the frame. After it has stood for some time without leaking, surplus compound may be carefully removed with a putty-knife. Here again it is better to err on the side of leaving too much in rather than taking too much out. In a few days the compound sets hard, and the tank can be emptied and washed out, after which it is ready for setting up.

Tropical aquariums need metal covers to conserve heat and to carry artificial lighting. It is best to buy tropical tank covers ready made.



The fish, left to right: Guppy; Neon Tetra; Black Mollie; Angel fish. The plants, left to right: Cryptocoryne Bulloca; Ceratophyllum Submersum.

than 12 inches long, resplendent in silver and brown with red fins and tail, and gold circles round the eyes, rather like spectacles.

Another interesting group is the barbs, comprising several species which are easy to keep. Most barbs are striped in various colours. The tiger barb (*Barbus tetrazoni*) is white with four vertical black stripes; the unfortunately named nigger barb (*B. nigrofasciatus*) has two wider black stripes, also vertical. The spanner barb (*B. lateralis*) is gold with green stripes, while the chequered barb (*B. oligolepis*) is one of the few striped members of this genus.

A sub-division of this group, the danios, includes the pearl danio (*Rasbora daniconius*), the

Malabar danio (*B. malabaricus*), vertically blue-striped with lighter blue and orange, and the spotted danio (*B. nigrofasciatus*), which has a light green body adorned with gold and dark blue vertical stripes and black spots. The zebra fish (*B. retulatus*) belongs to this group; olive-green in ground colour, it has blue and yellow longitudinal stripes. All these species are good mixers in a community tank.

Other interesting egg-layers are the weissies (*Rasbora trilineata*), which opens and closes the two halves of its tail fin like a pair of scissors as it swims; the white cloud mountain minnow (*Tachypterus albanus*), which has a brilliant electric blue lateral line; and

the oblique fish (*Thayeria obliqua*), so called because it swims at a peculiar angle. This fish grows to about 2½ inches, and is bright silver with black stripes.

Some of the larger tropical fishes are not much more difficult to keep than the smaller ones, apart from needing a larger tank. The cichlids are a natural choice for a large tropical tank. The fishes of this group are popularly known as "mouth-brooders" because the young are brooded in the parents' mouth. It is very amusing to see them rushing into the adult's mouth for protection from some supposed enemy.

Unfortunately many cichlids have a pugnacious disposition, so that it is inadvisable to keep them in a

community tank. One species to a tank is the rule here and tank-mates should be more or less the same size, otherwise large ones tend to bully smaller ones.

The Jewel fish (*Hemichromis bimaculatus*) is brilliantly striped, mainly in rich ruby-red. It grows to about four inches. The chanchito (*Cichlasoma fuscum*) is dark brown with black vertical stripes, rather larger than the Jewel fish. This species has a rather annoying habit of scrabbling in the gravel and digging up the plants.

Another fish about the same size is the Jack Dempsey (*Cichlasoma nigrofasciatus*), whose greenish-black body is spangled with bright electric blue. The blue acara (*Aequidens latifrons*), which grows to about five inches, has dark vertical stripes.

The best known member of this group is the angel fish (*Pterophyllum scalare*), which can grow to more than nine inches and is silver or gold with rainbow and black vertical stripes.

These fishes need considerably more care than other cichlids. They are extremely susceptible to chills caused by fluctuations in water temperature, and need more heat than most other tropicals. They do not thrive unless fed practically exclusively on live foods. At breeding time they are extremely aggressive and not only attack each other but destroy the plants. They cannot be kept with other fishes.

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COUNTY COUNCIL
HARTFORD DIVISION
HARTFORD C.P. INFANTS' SCHOOL
Hartford
Required for September or as soon as possible. HEAD TEACHER for 3-5 year olds. The post is non-resident. The service is fully recognised and remuneration under the National Teachers' Superannuation Act.
Application forms obtainable from the Director of Education, 28, High Street, Slough SL1 1JN.

GLoucestershire
COUNTY COUNCIL
GLoucester DIVISION
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Gloucester
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PRIMARY HEADSHIPS

continued

HAMPSHIRE

ANDOVER
ANDOVER C.P. INFANTS' SCHOOL
Andover
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LANCASHIRE

ROCHDALE
ROCHDALE C.P. INFANTS' SCHOOL
Rochdale
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LIVERPOOL

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MANCHESTER

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NOTTINGHAMSHIRE

NOTTINGHAMSHIRE
NOTTINGHAMSHIRE C.P. INFANTS' SCHOOL
Nottingham
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SHROPSHIRE

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WILTSHIRE

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Deputy Headships Senior Masters/Mistresses

continued

DERBYSHIRE

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Derby
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DEPUTY HEADS

continued

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Hertfordshire County Council

EAST HERTS DIVISION

Required for September (or as soon as possible thereafter):

DEPUTY HEADS

for the following Schools

- (1) Andrew's Lane J.M., Cheshunt (Group 4)
- (2) Burleigh Infants, Cheshunt (Group 4)
- (3) Chalk Dell Infants, Hertford (Group 4)
- (4) Goffs Oak J.M.I., Cheshunt (Group 5)
- (5) Hertford Heath J.M.I., nr. Hertford (Group 4)
- (6) High Wych J.M.I., nr. Sawbridgeworth (Group 4)
- (7) Sacred Heart R.C. J.M.I., Ware (Group 2)
- (8) St. Cross R.C. J.M.I., Hoddesdon (Group 4)
- (9) Sheredes J.M., Hoddesdon (Group 6)

Please write to the Divisional Education Officer, Scot House, Hagdell Road, Hertford SG13 8BQ, for application forms and further particulars on these posts.

Financial assistance with household removal expenses is available in approved cases.

NORFOLK COUNTY COUNCIL

Education Department

Required for January (or earlier if possible)

DEPUTY HEADS

- (1) BROOKE V.C. PRIMARY SCHOOL, Group 3, 120 on roll, 5-11 age-range
- (2) MARIAM COUNTY FIRST & MIDDLE SCHOOL, Near Swaffham, Group 7, 365 on roll, 5-11 age-range
- (3) NORTH LOPHAM C.P. SCHOOL, Near Diss, Group 2, 77 on roll, 5-11 age-range

This is a readvertisement. Previous applicants need not re-apply, all applications will be considered together.

Application forms and further details may only be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Martinus Lane, Norwich NR1 2DL, to whom completed forms should be returned by 14th July. Removal expenses are payable in accordance with the Authority's scheme.

ESSEX COUNTY COUNCIL

Central Essex Area—Re-advertisement

Malden County Primary School
Wanitz Road, Malden. (Roll 400) Group 8

HEAD
for this Junior Mixed and Infants' School from 1 January 1977.

Castle Point and Roshford Area—Re-advertisement

Hadleigh County Junior School
Church Road, Hadleigh, Benfleet. (Roll 419) Group 8

HEAD
for this Junior Mixed School from 1 January 1977.

Previous applicants need not re-apply as their applications will receive reconsideration.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.
Closing date: 9 July 1976.
Application forms and further particulars may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

ilea
Inner London Education Authority

For teaching posts in Inner London

See pages 58 and 59

See pages 58 and 59

See pages 58 and 59

See pages 58 and 59

See pages 58 and 59

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines).

Display in classified advertisements £3.48 per single column cm (minimum space 8.5 cm double column at £66.12).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

Education Department

Re-advertisement

headteacher

ST. ALBAN'S INFANT SCHOOL,
Sherbrook Road, Daybrook,
Arnold, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll, 210
Vacant, January 1, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date July 2, 1976.

Nottinghamshire County Council

EDUCATION DEPARTMENT

HEADS

REQUIRED FOR JANUARY, 1977

Bughorpe C.E. Primary School, Bughorpe, York (Group 2, N.O.R. 56, 5-11 Age Range)

G

Leon Garfield

The Lamplighter's Funeral

Mirror, Mirror

Illustrated in wash by Anthony Maitland £1.00 each

The first two titles in a dazzling new series of twelve stories about apprentices working in different trades in 18th century London.

The Voice of Music

Robina Beckles Willson
Foreword by Yehudi Menuhin

Illustrated by Janet Roy £4.50

"Illuminating reading for any children with an interest in music... a valuable addition, too, for a school library for the junior, middle and lower secondary age groups where it would become a useful reference book for any kind of individual work topic. I like the wide-ranging aspects of music which the book covers"

Audrey Dennett, Music Inspector, ILEA



Heinemann Young Books



SCHOOL LIBRARY ASSOCIATION

Publications for primary schools include:

CHILDREN'S STORIES: Fiction, verse and picture books for the primary and middle school.

(Annotated list with over 500 main entries) 1974

£1.40 to members 90p

THE LIBRARY IN THE PRIMARY SCHOOL

(A report and survey) 1986, reprinted 1975

£1.00 to members 70p

DISPLAY AND CARE OF BOOKS IN PRIMARY SCHOOLS

(W. A. Asbridge) 1967, reprinted 1975

price 20p

Primary schools which are, or become, members may obtain these three (during 1976) for £1.50.

Details from the Secretary,

SCHOOL LIBRARY ASSOCIATION
29-31 GEORGE ST., OXFORD OX1 2AY

JAPAN TODAY

Richard Tames

Japan Today gives an up-to-date picture of the most prosperous nation in Asia. After a description of the Japanese landscape, an account of the characteristics and outlook of the Japanese people, and an outline of the country's history, the book goes on to deal with the postwar economic miracle, the westernization of leisure and life-styles, the problems of pollution and city life, the achievements of Japanese art, and the main features of the nation's system of Government.

£1.95

Kaye & Ward

In and out of doors

Ideas for things to do

Plants for kids to grow indoors. By Adele Millard. Oak Tree Press, Ward Luck £2.95. 7061 21929.

Collecting Out of Doors. By Joan Rendell. Routledge and Kegan Paul £2.50. 7100 8047 6.

The fashion for producing child-centred source books continues unabated. The idea has much to commend it. Think of a book (on art, photography, geology or what you will), find an author with experience of children so that a nodding acquaintance with childhood can be written in—and the market's there for the taking.

Sometimes the result is tremendously successful, and the books turn out, however, the result is a mish-mash of ill-presented whimsy. I opened *Plants for Kids* without prejudice (despite its title). It certainly contains much useful information about cultivating such things as carrot ferns, avocado seeds, bulbous flowers, house plants, rock gardens and even carnivores. Where the book falls lamentably is that the writer has ignored the basic rule of writing for children—never patronise.

Your first impression is so successful you should be content to see how you can do with a miniature forest. I imagine this forerunner in "rocks covered with moss, lichen and liverwort arranged over and over until the effect looked natural and wondrous." I have no doubt that discriminating teachers would find much of use in this volume—but I cannot honestly recommend it for the school library or the young home enthusiast. The presentation is archaic, the line drawings of indifferent quality and black and white illustrations poor.

Collecting Out of Doors is a book in an entirely different dimension. It suggests that looking and discovering can lead to real collecting, to an enthusiasm which will last a lifetime. The author aims not simply to encourage young people to collect such things as rocks, shells, fossils and feathers, but rather to inspire them to look more closely at their environment (the town, country, sea shore or pond). The resulting collection might feature driftwood, old bottles, spore prints from fungi, seedlings and trees or pebbles. Joan Rendell suggests how such collections could be mounted and displayed, how to record information discovered on a particular topic, where to write for advice and how to use the local museum service. It is hard to fault this book: it is all that a children's source book should be—entertaining, layout to challenging text. It should find a place in every school library.

Henry Pluckrose

Double-Quick Gardens. By Helen Kirk. Making Noises. By Helen Kirk. Making Simple Clocks. By Marjorie Stapleton. Playing with Torchlight. By Colin and Maria Macdonald. Studio Vista £1.95 each.

This series, which makes use of a rather stolid comic-strip format, seeks to inspire children to make and do things for themselves. Many of the ideas are old and well-tried (and some of the worse for that), but the planning and presentation leave much to be desired.

In order to follow the instructions, a child would need the ability to read, which usually develops some time between the ages of five and seven, but by then many of the simpler themes that are to be found

here—clashing snarepan lids, bling milk bottles, modelling dough—will have ceased to be novel and will have merged into the fabric of everyday life. At such extremes, several of the suggestions of cardboard—demand an ability to measure carefully and a far greater degree of manual dexterity than most children of the age-group possess.

Two many of the hints in *Double-Quick Gardens* are over-obvious and will, in any case, have been fully explained in go-ahead playgroups. (Incidentally, it is curious to see a parent "cook" and "picture making" are illustrated here. As for garden projects, very young children nowadays are being encouraged to select their own choice of plants to grow and care for.) Well, I imagine, experience a *deja vu* from the rather basic guide-lines provided by the Kirk.

Playing with Torchlight is another mixture of the simple (the shadow animals on the wall) to the complex (getting to grips with the complex playgroups). But older children may discover good things in *Simple Clocks*, the most exciting of these generally uninspiring books. There are straightforward ideas about telling the time and the construction of a range of clocks: a night clock and, most bizarre of all, a Chinese clock powered by fire.

Either explicitly or implicitly, adult authors seem to insist on projects on to young children, rather than gently encouraging them to explore the world for themselves. This unimaginatively devised series perpetuates this unfortunate tendency.

Lesley Lannan

Pegs and paper flowers

Make things gypsies made. By Marjorie Stapleton. Studio Vista £1.95. 0 289 70664 5.

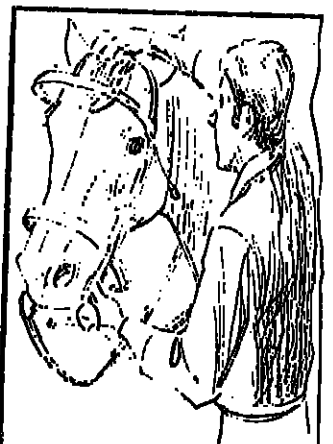
Marjorie Stapleton's book is a pleasantly illustrated collection of gypsy crafts and recipes, many of which would be fun to make at home or in school. Peg-making, wooden and paper-flower-making, wash-work, lavender bottles and lavender baskets are all genuine gypsy craft traditions and the instructions given are clear enough for even the rawest beginner to follow.

Also included are a weird collection of recipes: the prelude to a Miss Mollie Harris of *The Archers* for these. (Is she a gypsy? If so, watch out, Dan, she'll have the curse on you yet!) Personally I have never heard of manacles, honeyballs and clagum in relation to gypsies, but apron-making and catnip heaters are also included in the book and these are not specifically gypsy crafts.

Marjorie Stapleton includes a very bogus section on fortune telling which would definitely amuse many members of today's travelling community. This kind of eye-wash is used purely as a device of making money from the non-gypsy community and it is quite ludicrous to include it alongside information about some real and still maintained craftsmanship.

The author's descriptive passages tend to be extremely sentimental and she also implies that gypsy culture is on the verge of disappearing. It is not bureaucratic oppression, it is not.

A. Masters



Bridling a horse. "Up and Down: A First Guide to Riding and Horse Care" by Suzanne Wilding and Sam Savitt (St James Press, £3.50). Provides all the advice a novice rider needs.

Tortoises and toucans

Keith Snow on pets

Children's Pets Series: Looking After Birds: Looking After Fish: Looking After Reptiles and Amphibians: Looking After Insects (and other small creatures). By Helen Flewood. Tyndall £1.25 each.

Guinea Pigs: All About Them. By Alvin and Virginia Silverstein. World's Work £2.60. 437 74655 0.

In recent years, exotic and unusual animals have become increasingly popular as pets. This trend is reflected in the contents of the four books in the Children's Pets series which include conventional pets such as budgerigars, tortoises and goldfish but concentrate on less usual animals like toucans, axolotls, Archerfish and water-spiders. Each book begins with a short section on how to house, feed and care for a selection of animals. Following this are notes on different animals, or groups of animals, each allocated a double page which incorporates a full-page illustration by the author. These books appeal to children in the seven to 10 age group and may well extend the range of animals that children would consider keeping. In most cases, however, the information is given to allow the animals to be

maintained successfully and many of the more obvious questions are left unanswered. For example, in the entry on the tortoise the reader is given a restricted list of foods. (Anyone who has kept these animals as pets will know how fussy they can be where food is concerned.) Also there is no mention of how to distinguish a male from a female, how long tortoises live, when to take them indoors to hibernate, why it is safe to put them back outside again, and so on. By contrast, *Guinea Pigs* answers some of the more detailed questions. It is written in two sections: first discusses the history of keeping guinea pigs in captivity, their use as pets in the animal world, the different breeds of guinea pigs, their habits and way of life, and the origin of their unusual names. The second part, which contains a lot of information about the guinea pig in the home; how to choose, feed and care for guinea pigs as well as breed them. Perhaps the most important of all there is a section on how to enjoy these rodents as pets.

This well-written and attractively illustrated book should capture the interest of young people of 11 and over.

Opening gambits

Catherine Basham on chess

The Young Chess Player. By Elaine Pritchard. Faber £2.50. 571 10557 X.

The second book ever to be printed in England was *The Game and Play of the Chess*, and it is said that more books have been written on chess than on all other games combined. In 100 pages, Elaine Pritchard provides a sound introduction to the rudiments of the game, and she does it clearly and attractively with many diagrams. Her book is suitable for literate children of all ages, and for non-playing parents and teachers who want to help their children to get started before they can read. The explanation of the rules, the moves and the values of the pieces are excellent, and there is some good advice on planning and thinking ahead, but more than one move is a useful chapter on clubs, magazines, computer games and equipment.

Messing about in boats

Frank Eggleston on ships and sailing

Boating and Boats. By Jill Sutcliffe. Routledge and Kegan Paul £2.50. 0 7100 8356 4.

Sailing Skills. By J. F. Stevens. Methuen £1.50. 0 423 50190 9.

Whether one learns or is encouraged to learn from a text in which questions are as plentiful as currants in a rich fruit cake, or simply recollect from so many invitations to take the trail of discovery will never be known, but in *Boating and Boats*, a new addition to the Local Search Series, Jill Sutcliffe pursues a specialised inquiry aimed, commendably enough, at fanning the embers of youthful curiosity to want to know more about the world of boats and boating in general.

The subject is a vast one for so slender a volume and, by necessity, leaves the author with only sufficient room to string together a collection of facts, comments and questions like so many beads on a choker necklace. For many a faint-hearted so much quizzing may smother what interest ever existed, but there will undoubtedly be others who will rise to the bait and begin looking about them, and it is for these that such diligence has been applied.

From water music to the address of the British Waterways Board, from clove hitches to cross-Channel Hovercraft, from the styles of famous marine artists to the writings of Jerome K. Jerome and Robert Louis Stevenson, not forgetting safety at sea, weather forecasting and the Kato-Tiki and Ra expeditions, Miss Sutcliffe makes a lightning tour, in all a mammoth meal on a spit which must have taken considerable effort and skill to prepare—and serve.

Sailing Skills is a good, deep breath of nostalgia for anyone who has raced a Sydney Harbour skiff in its home waters. Profusely illustrated against a background of easily recognised local landmarks by the camera work of M. J. Templehill, the author's sparse but adequate text explains much about this local professional sport and captures all the thrills and exhilaration of hard competitive sailing and trapeze work at 20 knots when one slip has only one ending.

A few of these fast craft are now in home waters, but the introduction of Australian-style sponsored racing has still to make the crossing.

Hovercraft. By Brian Marshall. Muller £2.35. 0 584 62044 G.

Hydrofoils and Hovercraft. By J. P. Rutland. Watts £1.45. 85166 362 4.

It is doubtful if, as he experimented in his garden shed with two empty tin cans, a hair dryer and a pair of kitchen scales, Sir Christopher Cockerell could have foreseen the success of his inventiveness in the world of the hovercraft, a completely new method of transport requiring neither harbour nor airport—the hovercraft.

In 1959 the first man-carrying hovercraft, the SRN1, crossed the English Channel with its inventor and the crew. Today, the developed hovercraft can carry 600 passengers or 50 tonnes of cargo at speeds faster than any car. As a weapon of war, a hovercraft-type of warship, travelling at 60 knots, has fired a missile and hit a target five miles distant.

In *Hovercraft*, Brian Marshall reviews the comparatively short but remarkable history of this truly British invention and foresees the not too distant day when ocean hovercraft of 40,000 tonnes, travelling at 200 mph will replace conventional shipping.

Hydrofoils and Hovercraft is an addition to the popular "First Look" series in which Mr Rutland explains in greater pictorial form how both craft work and how they were invented. Their basic differences are clearly apparent by Mr K. McKie's illustrations as well as from the author's direct and simple text.

Although overshadowed by the success of the hovercraft today, Mr Rutland's careful research recalls the little appreciated fact that it was a hydrofoil which, as long ago as 1918, broke the world speed record by travelling at nearly 71 mph.

Canoe Design and Construction. By Alan W. Byde. Pelham Books £4.35. 0 720 7 08621.

The canoe has probably provided the means for more young people to get about than anything else. There is the satisfying pleasure of travelling in a canoe, the river, the rapids or the thrill of battling one's way through the rough and tumble of swirling waters, but whatever the canoeist's choice, his enjoyment stems from the confidence he has in his craft.

Canoe Design and Construction might be considered the distillation of nearly twenty years' experience of canoe building and is a sequel

to Alan Byde's other publication on the art of canoeing and canoe building.

The canoe in question is made of glass-reinforced plastic and, in his own inimitable manner, the author takes the reader step by step from the moment of drawing the first sketch to floating the finished craft on the water.

"If you want to know how to make a canoe, start reading at page 91", writes Mr Byde in his customary refreshing style, "but if you want to follow the logical sequence from the conception of the idea to the launching of the finished boat start at the beginning and work right through."

It is difficult to criticize such a forthright mentor, and workshop masters finding themselves under youthful pressure to provide some tangible expression of their constructive skills for the common good, albeit with only pleasure in mind, might gain endless courage from reading how the author, himself, goes about the intricacies of canoe design and construction.

The Age of Sailing Ships. By G. P. B. Nash and Heather Amery. Usborne £1.65. 0 86020 023 X.

The age of the sailing ship never fails to thrill, for in its flush it spanned four centuries of unprecedented discovery and progress, when empires were founded and fortunes made, when the four corners of the world came closer together, and when the present pattern of international trade was moulded by determined men sailing small ships.

The *Age of Sailing Ships*, by Mr Nash and Miss Amery, is the illustrated story of this colourful, rumorous but harsh era when almost every voyage was a part of a life of man's knowledge of the world, but at great cost of life.

In the British navy, discipline was so strict that the penalty for insubordination was 12 lashes; misbehaviour by a midshipman, sometimes only 10 years old, could mean his being sent to the top of the mast without food until called down. Not surprisingly, 40,000 men deserted in one six-year period—which was twice the number who were killed in battle or died from disease.

The authors have tackled a gargantuan task with considerable thought and skill, and if the breadth of their canvas precludes more than a thin skin of paint, it is well applied and made all the more attractive by the generous use of new colour artwork, contemporary prints and detailed cut-away drawings.

Up in the clouds and down to earth

Paul D. Thomas on aircraft and motor cars

Find out about Aircraft. By Glig Erickson and Björn Karlström. Blackie £1.75. 0 216 90098 0.

Planes and Flying. By Aidan Chambers. Kestrel £3.75. 0 7226 5087 6.

Published originally in Sweden in 1970, this book is written with younger children in mind. As the blurb says: "It's all here: the pioneers of aviation, the first planes, aerial warfare, types of aircraft, helicopters, the latest advances in aerospace..." and on model aeroplanes, the book is a piece on paper planes. The book is nicely illustrated with colour and black-and-white drawings and photographs, but one cannot help but feel that it is over-priced at £3.75 for 32 pages and that younger children will not find enough meat on the bone to give them any real pleasure.

Aidan Chambers's anthology is a good value for money. Basically, he follows the same pattern as the previous book covering the inventors, the pioneers, aerial warfare, and ending with a chapter on the future of flying. However, he is more concerned with the flyers

rather than flying. This inevitably results in some time spent on the pioneers and the chapters on Lindbergh and Amy Johnson are particularly gripping. The passages selected show a realism which captures perfectly the fear and euphoria of those early pilots. Also enthralling are the chapters on parachuting, balloons and airships and, of course, no book on flying would be complete without a mention of the Spitfire.

The Birth of the Motor Car. By Philip Sumner and Jenny Tyler. Usborne £1.65. 0 86020 023 X.

The Automobile. By Enzo Angelucci and Alberto Bellucci. Macdonald and Jones £4.95. 0 356 08337 3.

Here are two books on motor car history which are quite different in every respect. The titles give a clue to the difference: *The Birth of the Motor Car* gives the car a personal history and the men who have had on each other over the past century. Profusely illustrated with drawings in full colour by not less than 50 different illustrators within 50 original photographs the book is like a superior comic.

Starting with a picture of a busy street before the advent of the motor car—and a formidable traffic jam it shows—we learn not only of the obvious car developments in Europe and the United States but how oil was discovered and drilled, what running costs were, and even how to drive a veteran car. And did you know that wrist watches were invented for motorists because pocket watches were impractical whilst driving?

The *Automobile: an illustrated history with technical details of 1,000 models* is, as its title and subtitle suggest, a reference work for the enthusiast. "Enthusiast" in the broadest sense: boys who dream of becoming racing drivers, owners of "old-bangers", saloon cars, sports cars and limousine owners will all enjoy this book. Beginning with man, horse and steam power in the pre-gasoline era (the English is "American"), we soon pass on to the great inventors of the last century, the rise of motor racing, the appearance of mass production and so on until we arrive at the car of today. No frills, no wasted or unnecessary comment, and very well illustrated—many drawings are in colour—this is a fine book.

Summer books from Oxford

A Flute in Mayferry Street

by Eileen Dunlop
illustrated by Phillida Gili

In a large, shabby house in Edinburgh's New Town live three members of the once prosperous Ramsay family. None of them believe in ghosts—fortunately, since the house is a warren of dark stairways, draughty passages, and empty rooms. Colin and Marion, unhappy with everyday life, find comfort in the atmosphere which pervades 17 Mayferry Street, and strangely it is through the past that changes take place in their fortunes. *Coming in July* £3.25

The October Child

by Eleanor Spence
illustrated by Malcolm Green

Eleanor Spence has been long recognized as an author deeply sensitive to the problems and needs of young people. Her latest novel, set first in an Australian coastal resort, and then in Sydney, reveals the far-reaching consequences of the birth of Carl, the latest member of the Mariner family; Carl casts a shadow over the whole household and brings particular problems for his brother Douglas, the central figure of this novel. *Coming in July* £3.25

Ensign Carey

by Ronald Welch
jacket illustration by Victor G. Ambrus

This is an exciting and fast-moving adventure story, set at the time of the Indian Mutiny. William, an Ensign in the 84th Bengal Native Infantry, needs all the courage and coolness he can muster to get the better of the man known to London's underworld as 'The Captain' and, during the tragedy of the 1857 Massacre, he proves himself a hero in the true Carey tradition. *Coming in July* £3.25

Oxford Children's Dictionary in Colour

edited by John Weston and Alan Spooner
illustrated by Henry Barnett

This is the ideal dictionary for young people with a reading age of eight to fourteen years. It is full of illustrations and its thousands of entries are so attractively presented that these readers will find it a pleasure to use. £2.75

Books for children and young people

Oxford University Press

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Nicholas Tucker and John Dyke

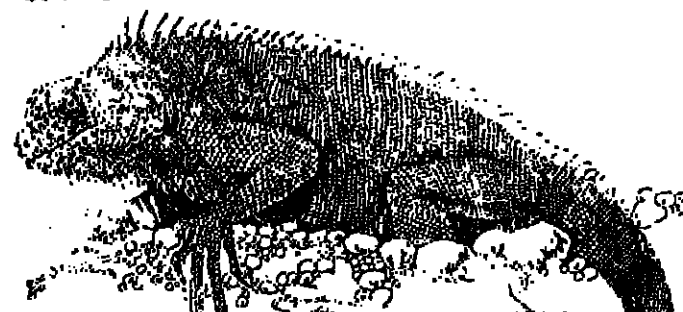


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Heather Angel

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The author, a professional marine biologist and photographer, has taken a section of a stream and followed it throughout a whole year. The book is illustrated with her own photographs, and drawings by Christine Dorier. £2.95

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THE TIMES EDUCATIONAL SUPPLEMENT

Story-telling Down Under

Lesley Croome talks to the winners of the Eleanor Farjeon award

How does one estimate the educational value of setting up a Centre for Children's Literature? Some evidence of the beneficial influence which it could exert was given by Court and Joyce Oldmeadow, who last month received the Eleanor Farjeon Award for distinguished services to children's books. They are the first recipients of the Award to come from outside the United Kingdom.

At the presentation, Joyce Oldmeadow spoke of the work that is being done at Dromkeen, an old homestead 35 miles from Melbourne which she and her husband bought on an impulse two and a half years ago, realising that it would make an ideal home for children's literature. Since then they have built up a collection of slides, tapes, first editions, and original artwork virtually from scratch. The constant flow of visitors include training college lecturers, teachers, students and children. Conferences are held, librarians' working parties, authors' and illustrators' workshops—and, for children, story-telling sessions.

Joyce Oldmeadow is particularly concerned that children should also learn something of how a book is made; there are exhibits to demonstrate the different stages of production from the author's original manuscript to the finished

proofs. One group of school-children, who had come out for the day from an industrial area, returned to their school and worked on a group project which resulted in two books which they wrote and illustrated themselves about their visit to Dromkeen. Another group had the opportunity to work on a mural with John Burningham and Helen Oxenberry when they visited Australia, and William Mayno plans to hold a Hallowe'en story-telling in the grounds later this year.

Joyce and Court Oldmeadow see their home on a hill, surrounded by 25 acres of virgin bush, as a headful place where authors, artists and teachers can recharge their interests, and as a living, changing collection which depends on the interaction of all the sections of the community who in their different ways are involved with children's books.

A former art gallery adjoining the house is set out as a bookshop and although the Dromkeen Collection of Australian Children's Literature is not itself a commercial enterprise (it is non-profit making and supervised by trustees) it has been made financially viable through the success of the Oldmeadows' book-selling business. They began to specialise in selling children's books in 1960. Joyce Old-

meadow, a trained kindergarten teacher, started a programme of talks to parent-teacher and library groups in order to provide much needed guidance about children's reading.

For the first five years the Oldmeadows loaded up their van and went out selling to different schools each day, a side of their work which they only gave up completely four years ago. Now they have a large team of specialist staff and the business which started in a garage next to the bungalow now occupies a warehouse of 8,000 square feet with enormous "self-service" shelves where teachers and librarians can select books, loading them up on supermarket trolleys.

It was clear from talking to the Oldmeadows that their success stems from an unusual combination of talents: Court's practical ability and belief in teamwork and Joyce's vision and enthusiasm. In presentation with the Eleanor Farjeon Award, the Children's Book Club (an informal group with over a hundred members all working in the children's book department of publishing firms) has helped to give their work the publicity it deserves, while the Oldmeadows take it as further incentive to go on, planning for Dromkeen, which is still in its initial stages of development.

Diamond, box and Nagasaki Hata

Frances Farrer on kites

The Penguin Book of Kites. By David Pelham. Allen Lane £4.95. 0 7139 1017 8. Penguin £1.95. 0 1400 4117 6.

Yet another agreeable pastime has been poached from children: kite flying—now something of a cult. It would seem to be the perfect outdoor game, demanding craftsmanship (true kite flyers make their own) and an involvement with the elements entirely divorced from engines and finite fuels.

So this is the very moment to produce a book on kites, their history and how to build them, and David Pelham's *Penguin Book of Kites* is right on cue. Mr Pelham is an editorial designer, art director for Penguins, and has a private interest in kites. Judging on looks alone his kite book could hardly be better, and the written matter is also hard to fault.

The first part, slightly less than half, deals with the history of kites. Kite historians are generally vague about the first documented flights, but Mr Pelham seems very assured. One could wish he sounded a little less authoritative. However, it is a fascinating section, beginning with Chinese folk tales of military uses and man-lifting kites, progressing through Japan, Korea and Malaysia and arriving in Europe in medieval times.

Later we meet some delightful inventors, made and some. There is George Pocock, who designed the character-jump, a lightweight carriage drawn by two archery bows. The carriage could carry four or five passengers at up to 20 mph. Benjamin Franklin's famous lightning experiment was conducted with a kite, while Sir George Cayley of Brompton, who sent his "aerobus" aloft on a kite and received a prompt resignation, has been described as "the true inventor of the aeroplane and one of the most powerful influences in the history of aviation." We are brought up to date with a look at modern kites and makers.

The rest of the book is concerned with the technicalities of construction, and flying, giving details of materials, fastenings, windings, ropes, and advice on launching, control and landing a

kite. Different kites are suitable for different wind conditions, we are told.

Finally, there are patterns for around 30 kites from the classic diamond to the Nagasaki Hata (flying kite) through Margrave's box kite (which influenced early aeroplane design) to the stunning big timers. Hell's multi-celled tetrahedron, the double Conyne, the compound bird and lastly, the Here I have to complain about the design. The diagrams are

printed on bright yellow paper, red and turquoise paper—hardly as you flick through the book, but increasingly difficult to read and the instructions printed in two colours are almost entirely illegible.

Nevertheless this is probably the definitive kite book, for a kite is, it is certainly one of the best looking, it should satisfy the kite enthusiast and induce the unconverted and it even has interest for those who have no intention of ever flying or building a kite.

GOOD READING WITH BLACKIE

LITTLE WOLF

Merlyn Reid

£2.95

Little Wolf is a Cheyenne Indian boy, growing up in the days when the white man has just begun to penetrate the American West. He dreams of the day when he will have a horse of his own and one day he sees a spirited young colt in a herd of wild horses.

The Tiger's Tail

Balakrishna Seshadri

THE TIGER'S TAIL

Balakrishna Seshadri

£2.95

Here is an Indian jungle—full of animal tales about peacocks, tigers, rhinos, cobras, jackals, leopards and other exotic beasts. Balakrishna Seshadri fills his stories with witty and perceptive observations on the idiosyncrasies of the animal kingdom.



BLACKIE

BISHOPBRIGGS, GLASGOW



"This is the kitchen and I'm pretending to make butter, so that Papa can paint me." Suzanne, daughter of Carl Larsson, the Swedish painter, introduced paintings by him of her home, Lilla Hydden. The paintings are quite delightful and this reasonably priced book would bring much pleasure to children and adults of any age. It is published by Methuen at £2.95.

Richness and colour

Michael Clarke on Islamic architecture

The Buildings of Early Islam. By Helen and Richard Leaver. London and Stoughton £2.40. 202 262.

The previous books in this series, also by the Leavers, have received much critical praise, but on the evidence of this one it is difficult to understand why. If the slightly greasy cover doesn't repel you, there is little inside to excite visually. Never better than pedestrian, the layout is often crowded. Some of the illustrations

are drawings after miniatures and the absence of any of the refinements of the originals points to what is lacking in those done specifically for this book. They are coarse. Frequently hovering between diagram and impression, the monochrome ones are lost in the confusion of inert line and unfocused tone while the more ambitious, in colour, manage to miss both the richness of surface and clarity of light which are so vital a part of this architecture. Except for sectional diagrams, would photographs not have served better?

The text raises further doubts. If

the title is explicitly *The Buildings of Early Islam* why write exclusively of formal architecture, avoiding any reference to vernacular types yet including a whole section on the city and the most abstract, least representative, examples at that? Is a wall basin, no matter how richly carved, a suitable building example for furniture? Can it be other than perverse to write about Islamic buildings and not make a special point about their brilliantly coloured surfaces? In the almost total absence of books on architecture for children, it is particularly disappointing that this one is so poor.

Russian maths riddles

F.W. Kellaway

The Moscow Puzzles. By Boris A. Kordemsky. Penguin £1.25. 014 02 1830 0.

We all know about the man who had to take a wolf, a goat and some cabbage across a river; and questions on re-arranging matchsticks, or shunting engines on humpbacks, or magic squares, are all commonplace enough.

It is quite another matter to find these and many variants (over 350 in all) in a Russian context. But here we have a translation, by Albert Furry, of Mathematical

Knave-How, a popular puzzle book from the Soviet Union which is, it seems, accepted as a classic there and is already available throughout Eastern Europe and, indeed, in many other countries.

That Martin Gardner has edited the English version is sufficient guarantee of its style and quality. He has rearranged figures of currency and (the anti-matter) inlay may serve on this) measures in the metric system have been altered to miles, yards, feet, pounds and other more familiar units. Even so, it appears that over 90 per cent of the original

material has been retained, and with it comes an intriguing flavour. This "collective farm was due to deliver its quota of grain to the state authorities" in trucks of varying speeds. How should it be argued? or a suit-prices-inning like turner adjusted his output? or "Volodya asked his father 'what plane did you fly during the air parade'". But the underlying problems, requiring simple arithmetic, algebra or geometry—or elementary logic and commonsense—are independent of language. They are well selected and extremely entertaining; moreover solutions are provided.

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Pictures from the past

Jessica Saraga

Men of Purpose. By Peter Masters. Men of Destiny. By Peter Masters. Wakenham £1.75 and £1.95.

Lawrence of Arabia. By Phillip Knightly. Sidgwick and Jackson £2.25. 283 98299 3.

Religious bias is like political bias: one's reactions to it depend on one's prejudices. Peter Masters' men of purpose and men of destiny are great men whose achievements were, he suggests, accompanied by a knowledge of the presence of God beside them, a knowledge derived from a deep spiritual experience. He calls these experiences "conversions." Despite his description of his writing as "biographical sketches," this is not biographical writing, nor historical writing, but religious writing. Unfortunately, this is not immediately apparent, and it is possible that libraries will classify the books as biography for any child to stumble upon.

Children who have been taught beliefs which coincide with those of Dr Masters will no doubt respond favourably; the stories are interestingly written, and it is comforting for all of us to reinforce our prejudices. But the child population of this country is now multi-racial, multi-religious, and in large numbers agnostic. For these groups there is little here, except perhaps bewilderment. The suggestion that only "converted" Christians can be at peace with themselves, or marry happily, or realize any true achievement is disturbing, and to many children manifestly a contradiction of their own experience. There is even a hint that not all brands of Christianity will do, only Dr Masters' own evangelical one.

No, even if the books were clearly labelled "Religion," it is unfair to present religion under the guise of biography as to present socialism or conservatism or any other ideology or anything else. Certainly all writers have prejudices, but the true biographer makes every effort to deal in fact, not supposition, and to draw conclusions only where facts can be verified. This Dr Masters has not done.

Phillip Knightly's *Lawrence of Arabia*, however, shows just these priorities. Although occasionally simplifying almost to the point of banality, it is a clear, well-constructed and honest attempt to be objective. None of the issues are skirted. Lawrence's personal hang-ups and possible homosexuality are sensitively treated; not spelled out, but not edited out of the story. The extent of the British betrayal of the Arabs on the capture of Damascus is made explicit. Lawrence himself though remains an enigma, as he probably always will, which is perhaps what makes him one of the most written-up war heroes this cen-

tury. His fascination will be duly passed on to the children who read this biography.

This is our World series. The Age of Kings. By Ann Currah. 00 106122 4. Discovery and Exploration. By Ann Currah. 00 106123 2. Collins £2.95 each.

It is not easy to photograph a concept or draw an idea. Collins have thought it worth a try. *Discovery and Exploration* and *The Age of Kings* are two volumes in their "This is our World" encyclopaedia for nine-year-olds upwards. Its approach is a radical one, particularly visually. The aim is to provide striking illustrations, not of events, but of something from a child's experience which will illuminate underlying concepts. Thus analogy is preferred to chronology, and simplicity to wonder. The purpose is to forearm children against the barrage of ever changing knowledge which awaits them, by helping them to think for themselves.

These particular volumes deal with historical topics, both concentrating mainly on the sixteenth to eighteenth centuries—though it is difficult to tell this at a glance as there are no contents lists, and the chapter headings are inconspicuous. The visual impact, though, is immediate. Each double page spread houses a self-contained unit, with text, illustration, and caption. The layout is attractive, the colour is bold, and the captions are memorable—"Slicing into the Coke" (the scramble for Africa), "Happiness without things" (Judaism), "Springtime Spirit" (the Renaissance), "A Monarch's Manuscript" (Louis XIV's court).

And ideas really are illustrated: the opening of a tin can with a tin opener shows the expansion of trade in the East; oil-guns are an immense theme with 10 little fuses; men perched on the edge. But what kind of confidence in an approach does it take to reject Aztec impressions of the and Quetzalcoatl in favour of the illustration's sketch (for whose impressive work there is incidentally no acknowledgement), or to ignore portraits of Luther in favour of a boy cleaning a cathedral door with a mop and a plastic bucket? It is the portraits which may be most useful; otherwise pictures from the past are not entirely rejected.

The mixture is perhaps the right one. History as recreation of the past suffers, but understanding undoubtedly benefits. Although some of the text is difficult, these are the kind of books a child might leaf through again and again, dip into, then burrow into, become familiar with and finally truly learn from. There could be no better justification.

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ASSOCIATE HEADMASTER
AND SENIOR HUSBANDRY
Barnham School, 152, 157 to 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

LONDON, S.E.5

MARY DITCHFIELD GIRLS' SCHOOL
Canterbury Grove
Vacancies: Assistant Headmaster, Schoolmistress, and other posts. Applications to be sent to the Headmistress, Mary Ditchfield Girls' School, Canterbury Grove, London, S.E.5.

LONDON, S.W.1
Vacancies: Assistant Headmaster, Schoolmistress, and other posts. Applications to be sent to the Headmistress, Mary Ditchfield Girls' School, Canterbury Grove, London, S.E.5.

NEWCASTLE
Vacancies: Assistant Headmaster, Schoolmistress, and other posts. Applications to be sent to the Headmistress, Mary Ditchfield Girls' School, Canterbury Grove, London, S.E.5.

STAFFORDSHIRE
Vacancies: Assistant Headmaster, Schoolmistress, and other posts. Applications to be sent to the Headmistress, Mary Ditchfield Girls' School, Canterbury Grove, London, S.E.5.

Other Posts on Scale 2 and above
Vacancies: Assistant Headmaster, Schoolmistress, and other posts. Applications to be sent to the Headmistress, Mary Ditchfield Girls' School, Canterbury Grove, London, S.E.5.

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STAFFORDSHIRE CENTRAL AREA

Head Teachers
BONEY HAY MIDDLE SCHOOL, CHORLEY ROAD, BONEY HAY, WALSALL
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher (Group 7) of this new purpose-built Middle School. The successful applicant will take up the appointment at the beginning of the Summer Term 1977 prior to the school's opening in September 1977. Application forms and further particulars are available (stamped addressed envelope please) from the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford ST16 2LP.

Head of Department
CHESTNUT SCHOOL, ALLPORT STREET, CANNOCK, WS1 1JU
Required for September 1976, or January 1977, HEAD of RELIGIOUS EDUCATION (Scale 4). The subject is well established in the school with significant numbers studying to 'O' and 'A' level each year. The school admits its first comprehensive intake in September 1975 and the successful candidate will have the opportunity to plan the development of his subject in the new situation. Further details of the post are available from the Headmaster, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

Scale 2 Posts and Above
ECLESALL C.E. (C) MIDDLE/SECONDARY SCHOOL, SHAW'S LANE, ECLESALL, STAFFORD
Required for January 1977 or earlier, teacher of MUSIC (Scale 2). Music is taught in all classes throughout the school. In addition to the full-time teachers of staff there are three part-time instrumental teachers. Music activities include the school orchestra, brass band, recorder group and choir which combine annually to present public concerts. The school is designated a 9-13 Middle School under the Authority's proposals for comprehensive reorganisation on a three-tier basis. Further details and application forms are available from the Headmaster to whom completed applications should be returned not later than Monday, 28th June, 1976.

Scale 2 Posts and Above
BELGRAVE COMPREHENSIVE SCHOOL, BIRDS BUSH ROAD, TAMWORTH (Initial Roll 300)
Required for September 1976 at this new school: (1) ENGLISH Teacher (Scale 1) capable of teaching throughout the age and ability range. An interest in children's literature and drama essential. (2) Teacher for GERMAN and FRENCH (Scale 1). This post requires an energetic committed language teacher familiar with the audio visual aspects of contemporary courses and capable of building links for pupils with French and French. (3) MATHEMATICS Teacher (Scale 1) capable of teaching throughout the age and ability range.

NETHER STOWE COMPREHENSIVE SCHOOL, ST. CHAD'S ROAD, LICHFIELD (Roll 122)
Required for September 1976: (1) An assistant teacher of HOME ECONOMICS (Scale 1) with a specialist interest in creative needlecraft and an ability to offer some help with integrated child care. (2) An assistant teacher of FRENCH (Scale 1). The subject is taught to 'O' and 'A' level. The school has a 42 booth language laboratory, audio visual rooms and a thriving French-exchange scheme. (3) A qualified teacher of MUSIC (Scale 1). The subject is taught throughout the school to 'O' and 'A' level in a vigorous and expanding department. The person appointed should be a competent pianist with a keen interest in extra-curricular music. The post is suitable for an experienced candidate or an enthusiastic teacher beginning their career.

THE BLAKE SCHOOL, MARSTON ROAD HEDNESFORD (Roll 122)
Required for September 1976: (1) A qualified teacher of HOME ECONOMICS, Scale 1, required to start in November 1976 when the present home economics teacher is retiring. An interest in integrated studies and mixed classes useful. (2) A qualified teacher of FRENCH (Scale 1). The subject is taught to 'O' and 'A' level. The school has a 42 booth language laboratory, audio visual rooms and a thriving French-exchange scheme. (3) A qualified teacher of MUSIC (Scale 1). The subject is taught throughout the school to 'O' and 'A' level in a vigorous and expanding department. The person appointed should be a competent pianist with a keen interest in extra-curricular music. The post is suitable for an experienced candidate or an enthusiastic teacher beginning their career.

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Mid Glamorgan COUNTY COUNCIL

LECTURING/TEACHING STAFF

CYNON VALLEY DISTRICT
GRAMMAR SCHOOL
ABERDARE GIRLS'
Honours Graduate in BIBLICAL STUDIES to teach Religious Education to 'O' and 'A' levels. A willingness to take part in a community service scheme will be an advantage. Scale 4 post.

INSTRUMENTAL MUSIC
Teacher of Instrumental Music required for Primary and Secondary schools in the District. Applicants must be qualified teachers with at least Grade VII of the Royal Schools of Music in the playing of the Violin or Viola, Scale 4 post. Application forms to be returned by 7th July, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

OGWR DISTRICT
COMPREHENSIVE SCHOOLS
PORTRICAWL
Graduate (Honours preferred) in MATHEMATICS to teach the subject at 'O' level. 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.

YNYSAWYR, Tandu, Bridgend
Teacher qualified to teach FRENCH throughout the school up to 'O' level. Possibility of some sixth form work for a suitable candidate. Scale 1.

PRIMARY SCHOOLS
PIL JUNIOR, Pyle, Nr. Bridgend
(Social Priority Allowance Payable)
Qualified teacher, junior level, with ability to teach Physical Education and Boys' Games and Environmental Studies. Scale 1. Application forms, to be returned by 7th July, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sanyside, Bridgend.

RHYMNEY VALLEY DISTRICT
PRIMARY SCHOOLS
ABERBARROED JUNIOR
Qualified teacher, junior level, experienced in teaching Music and Needlework. Ability to play the piano essential. Scale 1.

CRAIG Y RHACCA JUNIOR, Machen
Two qualified teachers, junior level, experienced in teaching Music, Art and Craft in lower juniors. Ability to play piano essential and an interest in modern approach to Mathematics and language development. Scale 1.

DERWENDEG PRIMARY, Cefn Hengoed
(Social Priority Allowance Payable)
Qualified teacher to teach lower juniors and top infants. Scale 1.

GREENHILL PRIMARY, Gelligarr
(Social Priority Allowance Payable)
Qualified teacher, infant level, or experienced for a Reception Class. Scale 1.

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PRIMARY TEACHER EDUCATION

Kenya

Teacher Educators
Mathematics, Science and English

At various Primary Teacher Training Colleges. Lecturers in their subject, required to participate in the British Primary Teacher Training Programme involving initial and in-service Teacher Training and improvement of curriculum reform directed to an improvement of the quality of primary education. Applicants, under 53, should be Teacher Educators (trained graduate or non-graduate) with six years' relevant experience, two of which should have been in a Teacher Training College; non-graduates must have Teacher Training experience in a United Kingdom College. For the Science post trained teachers in Physics, Science (Physics/Chemistry or Biology/Agriculture) as well as General Science are invited to apply. Initial appointment for 2-3 years. Salary in range £4,331 to £8,815 per annum which includes an allowance, normally tax-free, in range £2,292 to £4,302 per annum. Starting salaries are assessed in accordance with the number of completed years of post-qualification practical teaching experience. Terminal gratuity 25 per cent of basic salary.

Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be preserved. An appointment grant of up to £300 and an interest-free car purchase loan of up to £800 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving age and details of qualifications and experience to:

Appointments Officer,
Ministry of Overseas
Development
Room 301, Eland House,
Stag Place, London SW1E 8DH.

ENGLISH
TEACHERS

You could earn over
£13,400 TAX-FREE
in the next two years

During the Autumn of this year we shall require a small number of male teachers to support our training programme in Saudi Arabia. They will be required to teach English to students and cadets of the Royal Saudi Air Force.

Suitable applicants would be UK citizens whose mother tongue is English. They must be qualified teachers with three years' experience of full-time teaching English as a foreign language. Preference will be given to graduates with a degree in English and a post-graduate TEFL diploma or certificate, although less qualified applicants may also be considered.

Successful candidates will receive free bachelor accommodation and messing, medical care and other benefits and, although this is initially an unaccompanied tour, family accommodation may become available later. Generous travel-paid home leave is also offered.

Please apply in writing with brief details of qualifications and experience, quoting Ref. No. 4887 TES, to:

The Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

SOUTH AUSTRALIAN
INSTITUTE OF TECHNOLOGY
HEAD OF
ARCHITECTURE

Applications are invited for appointment to the position of Head of Architecture within the School of Architecture and Building. The position will become vacant in July 1976 upon the retirement of the present Head, Mr. G. Walker.

The multidisciplinary School of Architecture and Building is responsible for providing courses at Degree, Diploma and Graduate Diploma level in the disciplines of Architecture, Building Technology, Planning and Interior Design. Service subjects are also provided to other Institute courses.

The Head of Architecture will have specific responsibility for providing academic leadership in the development and presentation of courses in Architecture.

Following the appointment of the Head of Architecture, a person will be selected from the Heads of disciplines of Architecture, Building Technology, and Planning to act as administrative head of the School, to the first instance, for a 3 year period.

Applicants should possess appropriate academic qualifications and have had considerable experience as a practising Architect.

Annual Salary (Australian Dollars):
\$22,817 (University Teacher level) or
\$26,555 (Professional level)

Application forms, conditions of service, and further information may be obtained from the Personnel Officer, S.A. Institute of Technology, North Terrace, Adelaide, South Australia, 5000, to whom applications including the names and addresses of three referees should be forwarded by 31st July, 1976.

OVERSEAS APPOINTMENTS
NIGERIA
ASHAKA CEMENT COMPANY LTD.
HEAD TEACHER

Required preferably in September, 1976, or in January, 1977, to establish primary school for the children of Nigerian and expatriate staff of a large cement factory in a pleasant rural area 60 miles from Gombe in North Eastern Nigeria.

Salary payable Burnham Scale 1 plus attractive overseas allowance. Initial two year renewable contract. Housing provided. Two months summer home leave by economy air passage. Outfit and luggage allowance. Passage paid.

The successful applicant will need to deal with a wide age range and to organise daily work to suit individual children and will be required to plan the commencement of the school and obtain the necessary equipment, materials and books.

Application forms and further particulars from the Director, Parents' National Educational Union, Murry House, Vandon Street, London SW1H 6AJ.

The British Council

Invites applications for the following posts:

Course Tutors in English Language
(Saudi Arabia)

King Abdul Aziz University, Jeddah
To teach English Language to students of Engineering and Medicine. Two posts may be filled at Specialist level by candidates with outstanding qualifications or experience.

Candidates must have appropriate qualifications and experience and an interest in ESP.

Salary: Course Tutors—£4,797-£5,817 p.a. Tax free. Specialists—£5,409-£6,845 p.a.

(NB: These scales are subject to confirmation.)

Benefits: free furnished accommodation; overseas allowance; special project allowance. One-year contracts, probably renewable. 76 AU 30-60

Director of Studies, EFL (Afghanistan)

British Council Centre, Kabul
To teach Afghan adult students, supervise British volunteer teachers and general course administration. Qualified and experienced teachers.

Salary: £4,251-£5,268 p.a.

Benefits: free accommodation; overseas and children's allowances. Two-year contract, renewable. 76 AU 84

Expert in English for Special Purposes
(Afghanistan)

Department of English, University of Kabul
Candidates must hold Masters Degree in ELT or Linguistics and have overseas TEFL/ESL experience. Salary: £5,001-£6,845 p.a., tax free.

Benefits: free furnished accommodation; overseas and children's allowances. Two-year contract, renewable. 76 AU 85

Inspector of English (Oman)

Ministry of Education, Sur
To inspect the teaching of English in Omani secondary schools.

Salary: £4,389-£5,409 p.a., tax free.

Benefits: children's and overseas allowances; free furnished accommodation. Two-year contract, renewable. 76 AE 89

Head of English (Yemen)

National Institute of Public Administration, Taiz
To administer the English Department and to teach English language up to Cambridge Proficiency level to adult Yemeni students.

Candidates must only be graduates with 5 years' TEFL experience. TEFL qualification desirable.

Salary: £4,389-£5,409 p.a., tax free.

Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable. 76 AO 59

Senior Lecturer in Contemporary English Literature (Poland)

Marie Curie-Skłodowska University, Lublin
Honours degree in English from British university. Postgraduate qualification, preferably doctorate. British university teaching experience.

Salary: £5,001-£6,845 p.a.

Benefits: free accommodation; overseas allowance. One-year contract, renewable. 76 CU 102

Lecturers in English Language and Literature (Qatar)

Faculty of Education, Doha
a. Lecturers in English Language
b. Lecturer in English Literature
c. Language Laboratory Instructor in English
Posts a and b: Candidates must have a higher degree and at least 2 years' lecturing experience in British, Canadian or accredited American university. Post c: Graduate candidates with TEFL qualification and language laboratory experience.

Salary: £8,245 p.a. (increase under review). No local taxation.

Benefits: free furnished accommodation; free medical service; annual passage-paid leave; terminal gratuity. Three-year contracts, renewable. 76 AU 89-92

Lector in English Language (Romania)

Pedagogical Institute, Bucharest
Graduates, preferably single, with relevant TEFL experience. Formal TEFL qualification desirable.

Salary: £3,500 p.a. plus 12% bonus, plus sterling subsidy of £1,787 p.a. paid in Britain.

Benefits: free accommodation; employers' portion of superannuation; medical scheme. Contract for 10 months initially, renewable. 76 SU 103

Senior English Teacher (Bahrain)

Manama Boys' Secondary School (Commercial Section)
Candidates, men only, must have a degree and a teacher's certificate together with substantial experience in teaching English to commercial students and some experience of using language laboratories.

Salary: £3,468-£4,563 p.a. local tax free.

Benefits: free accommodation; overseas and children's allowances. Two-year contract, renewable. 76 AS 40

Teachers of English (Saudi Arabia)

Institutes of Public Administration, Riyadh, Jeddah, Dammam
Candidates, men only, must be graduates with TEFL qualification and experience.

Salary: SR 38,400-50,000 p.a., tax free (£5,904-£9,228 @ SR 6.50 = £1). Plus 12% bonus.

Benefits: free accommodation; transportation allowance. One-year contract, renewable. 76 AU 77-83

Teacher of English (Thailand)

DTEC Language Institute, Bangkok
Degree in English or Modern Languages and ELT experience.

Salary: £4,389-£5,409 p.a.

Benefits: overseas and children's allowances; free accommodation; medical scheme; superannuation. Two-year contract. 76 UO 117

Teacher of English (Morocco)

British Council Language Centre, Rabat
Degree or teaching certificate: TEFL qualification; relevant experience. Knowledge of French desirable.

Salary: 2,344 Dirhams per month. 76 CO 116

One-year contract, renewable.

Lecturers in English (Saudi Arabia)

Medical Faculty, Riyadh University
Candidates must be graduates with qualification or substantial TEFL experience.

Salary: SR 38,880 p.a., minimum (£6,220 at current rate). Tax free.

Benefits: free unfurnished accommodation plus furnishing allowance. One-year contract, renewable. 76 AU 247

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details, and an application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.

OVERSEAS
Appointments
continuedWEST GERMANY
MUNICH INTERNATIONAL

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

PARIS

Two English teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

TENERIFE

Two English teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

ALGERIA

Two English teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

KENYA
TEACHERS
Appointments
continued

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

ZAMBIA

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

WEST INDIES

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

SPAIN

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

AUSTRIA

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

GERMANY

Experienced adaptable teachers for post-graduate courses in English, available from September 1976.

Apply full c.v. to: Headmaster, Hamburg International School, Hamburg 20, West Germany.

british hovercraft corporation
EAST COWES, ISLE OF WIGHT, ENGLAND
Telephone Cowes 4101TEACHER OF
ENGLISH
(SAUDI ARABIA)

British Hovercraft Corporation Limited, World Hovercraft Leaders, have an immediate vacancy for a suitably qualified person to teach English as a Foreign Language on 1/2 year contract basis.

The successful applicant will be responsible for conducting English Language Training programmes at the Hovercraft base in Jeddah. It is therefore essential that candidates have recent experience in T.E.F.L. and a knowledge of the Middle East is desirable.

Attractive Contract terms of employment are offered and will include free unaccompanied accommodation, medical attention and one return air fare Saudi Arabia-U.K., for leave per twelve months of service.

Please telephone the Personnel Department, Cowes 4101 Ext. 20 for an Application Form or write with details of qualifications, experience, age etc., to the Personnel Manager, British Hovercraft Corporation Limited, Castle Street, East Cowes, Isle of Wight.

GOVERNMENT OF BERMUDA
MINISTRY OF EDUCATION

Applications are invited from certificated or trained graduate teachers to fill the following vacancies from 1st September 1976.

Prospect Secondary School for Girls:
HOME ECONOMICS
(Cookery/Needlework)St. George's Secondary School:
WOODWORK

Applications should be made on an official application form which may be obtained, together with an information sheet, from the Permanent Secretary for Education, P.O. Box 1185, Hamilton 5, Bermuda.

Salaries: \$80,730 to \$80,120 per annum, depending on qualifications and experience.

Baggage Allowance: Actual cost, not exceeding applicable air freight charges for 300 kilos (mailed) or 150 kilos (single teacher) plus cost of haulage from door to door.

Contracts: Three years in first instance.

Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (and unmarried) not exceeding the equivalent of four adult passages.

Government Health Scheme: Medical and surgical benefits.

Superannuation: United Kingdom Employer's contribution guaranteed.

Administration

Local Education
Authority

ESSEX

For the post of Assistant Secretary for the Essex Education Authority, Essex, apply to the Essex Education Authority, Essex, by 31st July 1976.

LONDON

For the post of Assistant Secretary for the London Education Authority, London, apply to the London Education Authority, London, by 31st July 1976.

MANCHESTER

For the post of Assistant Secretary for the Manchester Education Authority, Manchester, apply to the Manchester Education Authority, Manchester, by 31st July 1976.

MIDLANDS

For the post of Assistant Secretary for the Midlands Education Authority, Midlands, apply to the Midlands Education Authority, Midlands, by 31st July 1976.

NORTH

For the post of Assistant Secretary for the North Education Authority, North, apply to the North Education Authority, North, by 31st July 1976.

SOUTH

For the post of Assistant Secretary for the South Education Authority, South, apply to the South Education Authority, South, by 31st July 1976.

SOUTH EAST

For the post of Assistant Secretary for the South East Education Authority, South East, apply to the South East Education Authority, South East, by 31st July 1976.

SOUTH WEST

For the post of Assistant Secretary for the South West Education Authority, South West, apply to the South West Education Authority, South West, by 31st July 1976.

WILTSHIRE

For the post of Assistant Secretary for the Wiltshire Education Authority, Wiltshire, apply to the Wiltshire Education Authority, Wiltshire, by 31st July 1976.

YORKSHIRE

For the post of Assistant Secretary for the Yorkshire Education Authority, Yorkshire, apply to the Yorkshire Education Authority, Yorkshire, by 31st July 1976.

City of Salford
EDUCATION DEPARTMENT

CAREERS OFFICER

£2,445-£3,474

(Qualification Bar at £3,085)

Applications are invited from qualified Careers Officers or men or women currently attending the Diploma in Careers Guidance course to join Salford Careers Office in providing an effective careers advisory and follow-up service for young people attending or having just left school.

Post Reference 1918/TES.

This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications. Please write or telephone 061-783 3158 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton, M27 2BN, to whom they should be returned by 8th July 1976.

CITY OF SHEFFIELD

Education Department

GENERAL ADVISER
(Technology Design and Craft)

£7,455-£8,079 with additional payment of £312.

In accordance with Salford Scales (Group 10)

In addition to general advisory work in an area of the City and with individual schools, the person appointed will be expected to advise on curriculum and workshop practice in the traditional craft subjects and to explore means of developing links with other areas of study through aspects of design and technology.

Application forms and further particulars can be obtained from the Chief Education Officer, Education Department, Leopold Street, Sheffield S1 1RJ (quoting ref ST/P/CW). Completed applications should be returned to the Chief Personnel Officer, 2/4 Matilda Street, Sheffield S1 4QD, within 14 days of this advertisement.

COLFE'S GRAMMAR SCHOOL

Horn Park Lane, Lee, London, SE12 8AW

Founded 1652. 640 Boys. Voluntary Aided

TRUSTEES:

The Worshipful Company of
Leathersellers

BURSAR

Applications invited from persons experienced and qualified in accounting procedures and associated computer techniques. Initiative and imagination needed to assist in the transitional arrangements leading to the School becoming independent and to undertake bursarial duties thereafter. Age: 45 to 55. Commencing October 1976. Particulars and application form from the Clerk to the Governors, The Leathersellers' Company, 15 St. Helen's Place, London, EC3A 8DQ, returnable by July 12th.

BEC
BUSINESS
EDUCATION
COUNCIL

BEC Officers

The Business Education Council invites applications for four new posts of Officers. The BEC Officers will have a major responsibility for liaison between BEC and Colleges offering BEC courses, and will be the key figures in planning and coordinating the work of the BEC course devising and validating Boards.

Initial salary not less than £5,500 subject to triennial review in the light of the development of the Council's work.

The Officers will be based in London. It will be necessary, however, for the BEC Officer to travel extensively within England, Wales and Northern Ireland.

Further information and forms of application are available from the Chief Officer, Business Education Council (O), 76 Portland Place, London W1N 4AA, for return by 31st July, 1976.

EDUCATION DEPARTMENT

Deputy Director of Education

£7,485-£8,022

Applications for the above post are invited from graduates with appropriate teaching and administrative experience. The successful applicant, who will report directly to the Director of Education, will be concerned with the management of the Education Service within a progressive authority, which currently includes a major Polytechnic, two large Colleges of Further Education, 24 Secondary Schools, 134 Primary Schools, nine Nursery Schools, eight Special Schools, an extensive Careers Advisory Service and a Youth and Community Service. The Deputy Director will be directly responsible for the Senior Inspectors (Primary and Secondary), the Chief Administrative Officer and the Staffing and Staffing Sections.

The Borough of Sunderland is the largest metropolitan district within the Metropolitan County of Tyne and Wear and serves an increasing population, currently 295,000. It contains the rapidly expanding new town of Washington, and is served by excellent road and rail links. The region's natural coastal and inland recreational areas together with the varied cultural and leisure amenities within the Metropolitan County combine to make the town a desirable place in which to live and work.

Application forms and further particulars obtainable from the Director of Education at the address shown below, should be returned within 14 days of the publication of this advertisement.

L. A. Bloom, Chief Executive,
Town Hall and Civic Centre, Sunderland
SR2 7DN.

Borough of Sunderland

CAREERS SERVICE

Senior Specialist Careers Adviser
(Disadvantaged Young People)
SALARY: £3,825-£4,545-AP/501.

Senior Careers Adviser—City Careers Centre
SALARY: £3,825-£4,545-AP/501.

Applicants for these two posts should be qualified and experienced careers advisers with an interest in work with disadvantaged young people, including the unemployed or at second in command of an area team.

Specialist Careers Adviser for the Unemployed
SALARY: £2,992-£4,085-AP/3/5.

Applicants with substantial successful industrial or commercial experience or senior officers seeking wider experience will be considered for this special post with unemployed young people. This initial appointment will be until March 1977.

Application forms and further information from the Chief Education Officer, Administration Division, Market Street, Sunderland, should be returned to the above address.

CLOSING DATE—2nd July, 1976.

EDUCATION DEPARTMENT

Professional Assistant

P.O. 1 (1-5) £4,689-£5,250

Ref. HQC4

Applications are invited from good Honours Graduates with at least three years teaching experience in schools or colleges of Further or Higher Education. Administrative experience would be an advantage but is not essential and teachers or lecturers wishing to enter educational administration would be considered.

This post of Professional Assistant is based at County Headquarters of the Education Department in Beverley and involves a variety of professional duties as may be required by the Director of Education. Initially, the Officer will be closely involved in the County's Design Programme for new schools and colleges which will give an opportunity for gaining broad administrative experience in a wide range of educational activities.

Application forms and further particulars are available from Director of Education (C75-3116), County Hall, Beverley, North Humberside HU17 9BA, to whom they should be returned not later than 7th July, 1976.

Humberside County Council

Assistant Director of Education (General)

PO1 (c/1), £4,992-£6,057

plus £261 London Weighting
(£312 p.a. National Award pending)

Applications are invited from well qualified and experienced persons for the post which will be mainly concerned with the Staffing and Management of Schools. The post will provide wide experience in education administration and is suitable for a new entrant to the profession. The possession of a degree or equivalent or teaching experience will be an added recommendation.

Legal expenses up to £300, removal expenses and lodging allowance will be considered. Loan for Annual Season Ticket: Car Allowance.

Form of application and further particulars from the Director of Education, Station House, London Road, Morden, Surrey, SM4 5DR.

Closing date: 2nd July, 1976.

LONDON BOROUGH OF MERTON

CORNWALL

Education Department

SCHOOL MEALS ORGANISER

£4,269 to £4,857 p.a.

To work in the Penwith District and part of the Kerrier District in West Cornwall. These Districts include Penzance and the Lizard Peninsula.

The salary is on the Southbury Main Range for School Meals Organisers.

Further details and an application form may be obtained from the Secretary for Education, County Hall, Truro TR1 3BA, on receipt of a stamped addressed envelope. The closing date for applications is July 14, 1976.

CORNWALL

Education Department

DISTRICT CAREERS OFFICER

£3,366-£4,095 p.a. (AP.4/5)
(plus £312 p.a. supplement)

To join the County Careers Service with responsibility for the Penwith District in West Cornwall. The post is based at Penzance.

Preference will be given to qualified and experienced applicants.

Generous relocation and removal expenses are available in approved cases and an essential user car allowance is payable.

Details of and forms of application for the post are obtainable from the Secretary for Education, County Hall, Truro TR1 3BA. Closing date for applications 9th July, 1976.

COUNTY OF AVON Education Service

Advisory and Support Services

Education Welfare Unit

Area Education Welfare Officer

Salary Scale: SO1, £4,239-£4,545

To take overall responsibility for the Education Welfare Service, functions and to organise the team of Education Welfare Officers to ensure that adequate cover is given to all parts of the area.

Further details and application form, returnable by July 9, from Director of Personnel (Tel. Bristol 298565) Avon House, The Haymarket, Bristol BS99 7DE. Please quote post ref. no. EDU 1274.

ileA INNER LONDON EDUCATION AUTHORITY

Inspector of Primary Education

(District rank)

Salary range: £8,680-£9,590 (inclusive of London Weighting) with possible progress to £10,548.

Applications are invited for the post of senior Inspector of primary education to be a member of a team of primary inspectors in addition to leading a group which includes a nursery inspector colleague and four nursery advisory headteachers.

Aspects of the post include visiting and advising in nursery schools and classes; staffing nursery schools and classes and for NNEB courses in colleges for further education; supervising the training of NNEB students and organising a range of in-service training facilities. Additionally the nursery inspector maintains links with the social services in the field of care and education for children under five.

Extensive and varied experience in pre-school education is an essential qualification; experience with younger primary children would be an advantage.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB. Forms to be returned by 9 July 1976.

Education

professional administrative assistants (schools)

£4,689-£5,250 (+ £312 supplement)

We require a graduate (man or woman) with teaching experience to join the professional staff in our Headquarters Schools Section. The person appointed will be responsible to the Senior Assistant Director of Education (Schools). The successful applicant will assist with special education, undertake specific research assignments and provide assistance to other members of the assistant directorate. This post is seen as a training post for candidates wishing to enter educational administration.

If you have 6 to 12 years teaching experience and enjoy contact with pupils, teachers and other people connected with the Education Service then you could be the person we are looking for.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Application forms and further details (S.A.E.) are available from the Director of Education (APM/4) at County Hall. Closing date: 9th July, 1976. This is a re-advertisement and previous applicants need not re-apply.

Nottinghamshire County Council

County Hall, West Bridgford

Nottingham NG2 7DP

Walsley County Council

GLANDORGAN

Applications are invited from suitably qualified persons, with appropriate teaching experience, for the following post in the Authority's Advisory Service for September, 1976, or as soon as possible thereafter.

Senior Adviser

For Secondary Schools/Colleges

Salary, Group 10 Head Teachers Scale, Salary Range, £7,455 to £8,079, plus £312 supplement in accordance with the Burnham 1976 Salary Agreement. (Post Ref. OD/26.10.76.)

This post has become vacant due to the present incumbent taking up a senior appointment with the Authority's new Institute of Higher Education.

Application forms and further details are available on receipt of a stamped addressed foolscap envelope quoting the post reference to the undersigned, to whom they should be returned not later than July 2, 1976.

John Beale, Director of Education,
Education Department, Princess House, Princess Way, Swansea.

Child Care

DORSET

STANLEY FARM HOSTEL

Applications are invited from suitably qualified persons for the post of Hostel Manager at Stanley Farm Hostel, Dorset. The successful applicant will be responsible for the management of the hostel, which provides accommodation for up to 20 children and young people. The post involves a wide range of duties including the supervision of staff, the management of the hostel's finances, and the provision of a safe and secure environment for the children.

Applications should be sent to the Director of Child Care, Dorset County Council, Dorchester, Dorset.

THE SPORTS COUNCIL

BISHAM ABBEY NATIONAL SPORTS CENTRE

near Marlow, riveride centre offering short residential courses (60-85 beds) needs a residential Domestic Burger to take responsibility for catering and all aspects of domestic management. Assistant and other good staff. Attractive two-room flat.

Salary scale £2,829 p.a. to £3,321 p.a., a pensionable supplement of £313.20 p.a. plus allowance for superannuation contributions. There will be a deduction for meals and accommodation. Leave allowance: 4 weeks.

Further particulars and forms from the Personnel Officer (BA), The Sports Council, 70 Brompton Road, London SW3 1EX.

Closing date for applications 7 July 1976.

Senior Educational Psychologist

Applications are invited for appointment as Senior Educational Psychologist to lead the Area Team based in Huxley.

Applicants should possess a degree in psychology, teaching experience, post-graduate training in educational psychology, and experience as an educational psychologist.

Salary within the Southbury Scale (£6,498 - £7,113) with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

Further details obtainable by sending s.a.o. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

DERBYSHIRE Education

ESSEX COUNTY COUNCIL

BASILDON AND BRENTWOOD AREA

EDUCATION OFFICE

Basildon and Thundersley Child and Family Guidance Clinics

Principal Social Worker

(Salary £4,239-£4,992) plus £120 fringe allowance

Due to a retirement a vacancy will arise for the Post of Principal Social Worker at the above named Clinics from 1st September, 1976.

Applications are invited from professionally trained Social Workers with experience in the Child Guidance Service.

South-East Essex provides an interesting cross section of the population ranging from those in a 'New Town' to those in rural communities. The work embraces a wide range of emotional and behavioural problems of children and their families.

Ability to drive essential. Car user allowance payable. Stamped addressed envelope for application form and further details from The Area Education Officer, The Byrn, Church Road, Basildon.

Applications are invited from suitably qualified persons for the post of Principal Social Worker at the above named Clinics from 1st September, 1976.

Child Care

KINROSS

CHILD CARE SCHOOL

Applications are invited from suitably qualified persons for the post of Head of School at Kinross Child Care School. The successful applicant will be responsible for the management of the school, which provides education and care for up to 20 children and young people. The post involves a wide range of duties including the supervision of staff, the management of the school's finances, and the provision of a safe and secure environment for the children.

Applications should be sent to the Director of Child Care, Kinross Child Care School, Kinross, Angus.

Educational Psychologists

SANDWELL

Applications are invited from suitably qualified persons for the post of Educational Psychologist at Sandwell. The successful applicant will be responsible for the provision of psychological services to schools and other educational institutions in the Sandwell area. The post involves a wide range of duties including the assessment of children's needs, the provision of advice and support to teachers and parents, and the supervision of other educational staff.

Applications should be sent to the Director of Education, Sandwell Education Authority, Sandwell, West Midlands.

Examiners

LONDON

UNIVERSITY EXAMINATIONS AND SCHOOL EXAMINATIONS

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for examination officers for the General Certificate of Education Examination. The successful applicant will be responsible for the supervision of the examination process, the marking of scripts, and the provision of advice and support to candidates. The post involves a wide range of duties including the assessment of candidates' needs, the provision of advice and support to teachers and parents, and the supervision of other examination staff.

Applications should be sent to the Director of Examinations, University of London, London.

ROYAL CALEDONIAN SCHOOLS

Staff required for 1st September 1976

The Schools are responsible for the welfare, upbringing and education of 120 Scottish boys and girls within the age range 3 to 16. In this context education embraces not only the provision of formal education at the State but also the provision of a wide range of extra-curricular activities. This means that staff must have either teaching or child care or nursing experience and an interest in cultural and recreational activities will be an advantage.

We are seeking:

1. Male and female staff 20 to 25 years to train and instruct a group of children within the age range 8 to 17 years.
2. Male and female staff 30 to 35 years (with additional experience) including supervision of staff) who would assist the Principal with the daily organisation of the Schools.

Free board and accommodation will be provided together with a salary commensurate with your qualifications and experience and which is negotiable. Generous holidays with pay and pension scheme.

Please write giving full particulars to:

George Dennis, Chief Executive,
ROYAL CALEDONIAN SCHOOLS,
Alderman Road, Bursley, Notts.

Applications are invited from suitably qualified persons for the post of Principal Social Worker at the above named Clinics from 1st September, 1976.

COUNTY OF NORTH YORKSHIRE Education Department

SOCIAL WORKER

£2,529-£3,474

(Qualification bar at £3,009)

Applications are invited from suitably qualified and experienced Social Workers for the above post in the Authority's School Psychological and Child Guidance Service.

The person appointed will work as a member of established teams in the Harrogate and Craven areas and will be based at the Harrogate child guidance clinic.

Candidates should hold a current driving licence and appropriate car user allowance is available.

Application forms (to be returned by 9th July, 1976) and further details from the County Education Officer, County Hall, Northallerton, DL7 8AE.

COUNTY OF AVON Education Service

Educational Psychologist

Salary scale: £3,900-£6,660
plus £312 p.a.

A recognised postgraduate qualification in Educational Psychology essential.

Further details and application form returnable by 9th July, from Director of Personnel (Tel: Bristol 298565), Avon House, The Haymarket, Bristol, BS99 7DE.

Please quote ref. no: EDU 1256

ileA INNER LONDON EDUCATION AUTHORITY

Schools' Psychological Service

Educational Psychologist

(Grade B) to work in the EARL'S COURT CHILD GUIDANCE UNIT, 25 Stratford Road, W8 6RA

Salary range: £7,348 to £8,149 (inclusive of London Weighting). Applicants should have an honours degree in Psychology, teaching experience, a post-graduate training in educational psychology and not less than three years' experience as an educational psychologist.

In addition to clinic duties the successful candidate will be required to assist with the work of the Schools' Psychological Service generally.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB. Forms to be returned by 9 July 1976.

EDUCATION DEPARTMENT

URBAN AID PSYCHOLOGIST

Salary up to £5,739 (plus £312 per annum supplement)

An Educational Psychologist is required from September 1, 1976, to be responsible for an Urban Aid project that will involve research into methods of early identification of disturbed children.

It is hoped that concentrated studies of young children will reveal behaviour characteristics which are indicators of anti-social traits in their later school careers. In addition to the diagnostic aspect of the work the researcher may formulate prescriptions for action by the Authority.

The appointment will be for 3 years in the first instance.

Application forms from the Establishment Officer, Town Hall, Barnsley. Closing date July 9, 1976.

BARNSELY

METROPOLITAN BOROUGH COUNCIL

HOME TUTORING ORGANISER and HOME-SCHOOL LIAISON OFFICER

Applications are invited from suitably qualified and experienced teachers for this Scale 2 post. The person appointed will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community.

The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Hillingdon Community Relations Council.

Application forms and further particulars from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex, UB8 3HA. Telephone UBridge 38232, ext. 2765, to whom they should be returned as soon as possible. London Allowance payable, 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF
HILLINGDON



EDUCATIONAL REPRESENTATIVE

North-East England and
Eastern Scotland

Applications are invited preferably from representatives with school, and ideally college and university, sales experience but consideration will be given to applicants with other relevant experience.

After an initial training period the successful candidate, who is likely to be a graduate in the age range 25-35, will be expected to live on the territory.

Starting salary (exclusive of expenses) will be £3,000-£3,400 per annum, according to experience. A car will be provided. There is a contributory pension scheme, and the post carries 4 weeks' holiday.

Candidates should write, giving brief details of education, career to date and present salary to: The Personnel Manager, Cambridge University Press, 200 Euston Road, London NW1 2DB.

PITMAN PUBLISHING LTD. Schools and Further Education Department

require an educational representative of about 35 years of age to cover schools and colleges in the northern half of Britain, commencing on or about 1st September. Previous experience in educational publishing, or of teaching Business Studies subjects at the appropriate level, is essential.

A car will be provided, the company operates a pension scheme, and the holiday entitlement is four weeks per annum.

Interviews will be held in the North. If preferred, in July.

Please write in confidence giving education, qualifications and other relevant experience to: Miss Alison Johnson, Personnel Officer, Pitman Publishing Ltd., 39 Parker Street, London WC3B 5PB.

MICHAEL SOBELL SPORTS CENTRE ASSISTANT RECREATION MANAGER

An Assistant Recreation Manager is required to join a young management team. The person we seek will ideally have a background in physical education or recreation. He/she will have imagination and the ability to think creatively and in broad terms about the contribution sport can make to the quality of life, and have the energy, initiative and organising ability to put ideas into practice.

The post may be of interest to someone with some experience in recreation management or to a physical education teacher, or exceptionally an outstanding final year physical education student who can show evidence of a talent for organization in addition to teaching qualifications.

Salary will be on the scale £3,218 x 5 to £3,492 per annum, plus an income supplement of £312 per annum. The salary is due for review on 1st September, 1976. A seven-day shift system is in operation.

Forms of application may be obtained from Administration Department, Michael Sobell Sports Centre, Hornsey Road, N.7. Tel. 01-697 1832.

Closing date for return of applications is 12th July, 1976.

MISCELLANEOUS Appointments continued

**DONCASTER
EDUCATION COMMITTEE**
HILLINGDON
The Education Committee of the Hillingdon Community Relations Council is seeking applications for the post of Home Tutoring Organiser and Home-School Liaison Officer. The post is a full-time position, Scale 2, and will involve working closely with the Hillingdon Community Relations Council and the Hillingdon Education Committee. The successful candidate will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community. The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Hillingdon Community Relations Council.

**SUPPORT
COUNTY COUNCIL**
NORTHAMPTON
The County Council is seeking applications for the post of Home Tutoring Organiser and Home-School Liaison Officer. The post is a full-time position, Scale 2, and will involve working closely with the Northampton Community Relations Council and the Northampton Education Committee. The successful candidate will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community. The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Northampton Community Relations Council.

**LONDON
EDUCATION DEPARTMENT**
The Education Department of the London Borough of Hillingdon is seeking applications for the post of Home Tutoring Organiser and Home-School Liaison Officer. The post is a full-time position, Scale 2, and will involve working closely with the Hillingdon Community Relations Council and the Hillingdon Education Committee. The successful candidate will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community. The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Hillingdon Community Relations Council.

**TELEVISION
OPPORTUNITY**
For those who are interested in the world of television, there is a unique opportunity to work for a leading television production company. The company is seeking experienced producers and directors for a variety of television programmes. The successful candidate will be responsible for the production and direction of television programmes. The company offers a competitive salary and excellent benefits. For further information, please contact the company at the address below.

**CRAYFORD
SCHOOL**
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English as a Foreign Language

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The Central London Education Committee is seeking applications for the post of Home Tutoring Organiser and Home-School Liaison Officer. The post is a full-time position, Scale 2, and will involve working closely with the Central London Education Committee Community Relations Council and the Central London Education Committee Education Committee. The successful candidate will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community. The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Central London Education Committee Community Relations Council.

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The Derbyshire Education Committee is seeking applications for the post of Home Tutoring Organiser and Home-School Liaison Officer. The post is a full-time position, Scale 2, and will involve working closely with the Derbyshire Education Committee Community Relations Council and the Derbyshire Education Committee Education Committee. The successful candidate will be responsible for the Home Tutoring Scheme for immigrant adults and for developing links between home and school in those areas where there is an immigrant community. The Organiser will be appointed to the Director of Education's staff and will be expected to work in close co-operation with the Derbyshire Education Committee Community Relations Council.

ESSEX
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**HARINGEY
EDUCATION COMMITTEE**
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Reggae—on a thin wire

Clive Bennett

"Art is a hammer, not a mirror," John Grierson's words sprang to mind as the claims of Island Records' promotional machinery reached their climax over the current concert tour of Bob Marley and the Wailers, the most publicised representatives of the Jamaican Rastafarian movement. They have been variously portrayed as the saviours and the potential destroyers of their island's society; as prophets of a new social order where the smoking of pot replaces the coffee pot; or, through their music, as a dangerous rallying point for protesters of all races.

In fact they are none of these. If they had been, no Western businessman would have touched them—revolutionary sentiments are bankable only if they do not threaten the status quo, and however reluctantly Marley and his brothers reflect the inadequacies of Jamaican society, their revolutionary relevance here is all. Even in Jamaica the threat they pose is a negative one as a rather breathlessly written but thought-provoking new paperback, *Jamaica: Babylon on a thin wire*, by Adrian Doot and Michael Thomas (Thames and Hudson £2.50) points out. The authors claim that Rastafarianism is not intended to change society because they have disowned it. Rastafarianism offers no cures for the evils of unemployment and poverty which so bedevil Jamaica, but simply offers an escape into oneself through the precepts of Jah, their word for God. "They don't steal and they don't beg. They don't starve and they don't go short

of ganja (pot) but they still suffer. Suffering is what the Rastafarian solution is all about."

And this suffering has sparked off a most extraordinary musical movement. Its devotees claim that in the poverty-stricken western end of Kingston the negroes' inborn sense of rhythm has fused with imported American soul and rhythm-and-blues to produce a music which has more life and potential than any recent rock development. It has struck sympathetic vibrations with Jagger, Clapton, Paul Simon, Johnny Nash and countless others who have capitulated on the primitiveness of the sound and superimposed their own personalities. Compare Clapton's version of Marley's "I shot the sheriff" with Marley's own. Marley is harsh, uncompromising, original; Clapton blurs the music's outlines and gives it a sophistication that, paradoxically, weakens the original's conception and impact but, to western ears, strengthens it as a commercial song.

Marley argues that, while he does not object to this kind of appropriation, it must be recognized as "imitation reggae" not the genuine article. "The real thing," he says, "must come from Jamaica because other people could not play it all the while—anyway, it would go against their whole life. Reggae is simple, cannot be taught. It's art, not just a purposeful thing but from knowledge." The parallel to the white musician's absorption of negro jazz and blues is obvious.

While reggae's political or social importance only touches us as

obliquely as the devastating earthquake in Italy, Jamaicans see it as a vehicle for political statement. The Rastafarian girl singer Faybullen is reported as saying: "Part of the trouble is that the poor have no one to speak for them, and who is going to listen to another political speech? We must use music. The world listens to music. We can get across."



Within their own community this may be true, but beyond it, if history is a guide, they have no hope, for music, both popular and classical, has been a singularly inept means of political change. The much vaunted Beatles and Brecht were swiftly followed by the Third Reich.

Music, in its abstract, wordless state is incapable of expressing anything other than itself. It can contain no political statement unless the composer or a critic adds programmatic references. Shostakovich's symphony commemorating the Siege of Leningrad, if heard as music and ignoring the composer's dedication to socialism, could be taken to be a programme that actually celebrates a German victory rather than their defeat.

Hans Werner Henze's sixth symphony only reveals its political sympathies by quoting the opening notes of the anthem of the National Liberation Front of Vietnam. If all other references in that time were suddenly destroyed, Henze's notation would, to all new listeners, have nothing more than a purely musical validity.

Music with a text, of course, gains a specific direction, but almost always falls into the trap of meaning a general case from an individual example, or simply demands a gut response to events that require intellectual solutions. Badly planned revolutions always go astray and underline the fact that songs can only reflect the mood or desire for social change. Their inevitable oversimplifications cannot replace constructive mental activity.

The efforts of the left wing who seem to use music as a political tool are largely ignored by the very people they hope to influence. Cornelius Cardew abandoned the distinction between audience and performers in the search for a greater democratization of music, but en-

courages only a handful of followers. Luigi Nono seems almost comically earnest and possibly naive, in his political dogmatism, project a daunting image of musical virtues. None of these seek wider audiences (or "convert" their integrity) by writing in a more popular style and so reggae remains largely unheeded.

Bob Marley and the other leading Rastafarian and Jamaican test-groups, however, have already compromised. The music has been palmed over to their sentiments. The band has acquired, or are acquiring the considerable wealth which can lift them out of their tragic squalor. But what? The bourgeois life-style the Rastafarians claim to despise is the financial wherewithal to obtain ever larger marijuana joints? Only very few of the hundreds of reggae bands have the talent to succeed, those who do will find their wealth cushioning them from the reality they seek to change. Popular music the world over may benefit from the infusion of a new style and voice, but the need for a new source of "vestiment" but the masses of dispossessed will benefit not at all.

If authentic reggae succeeds in Britain it will do so because a large number of people like its sound, not because of a wave of sympathy for Jamaica's destitute. It is good to know its social background, but it was not the class of dispossessed who would still be languishing in the slummy towns of Kingston.

Scenes from a life

John Peter on 'The Family Dance'

How pleasant to meet Felicity Brown. *The Family Dance* (Criterion) is not her first play but it is her first to be staged, which is really why it is being shown. It is a play of good writing as well as an uncertainty (which increases as she goes along) about the difference between good writing and good dialogue.

Her characters spring immediately to life. Ben Musgrave is a stockbroker with a large country house and a crumbling marriage; a domineering and discontented man whose vanity, combined with a prickly complacency, drives him into self-righting isolation. He is a familiar figure of masculine arrogance unsupported by real strength, and Alec McCowen brings him to life with a quicksilver, merciless accuracy. Curiously, the character is that he is still supporting his 40 year old younger brother Toby (Michael Bryant), who takes refuge with the whisky-bottle from his own miserable marriage. And they both take refuge with their sister Diana (a subtle portrait of a wounded creature sheltering behind fearful efficiency and near-perfect social poise by Helen Lindsay). The three of them are at their most relaxed when reviving childhood memories and disputes; the play is a marvellous little picture of English middle-class people reverting to

nursery idiom for reassurance and solidarity. half-way through the evening I was struck by the realization that this was the first play I had seen for a long time which was entirely about prosperous middle-class people, but which had no ambivalent attitude about the middle class; neither cocky defensiveness nor contempt. Mrs Browne has written, from the class point of view, an astonishing achievement for an English writer and one which I greet with gratitude and relief.

In one respect, she actually makes the matter almost too far. Consider the household. Ben is so rich that he has a place in London and a large house in the country; he has a chauffeur and a maid, his brother and sister-in-law and probably his sister (what her husband does is never established); he can afford to give a huge dance for the children and their friends; and the results are certainly as splendid as the domestic misery. Mrs Browne has a remarkable ear for the pain and the comedy of respectable discontent, and Jonathan Hale's flaw-

less direction brings out all its gruesomely hilarious nuances.

After the interval, Mrs Browne goes down to the serious business of making plain her meaning. I wish she would not. Emotional crises, and the contemplation of sexual desire bring the worst out of her. Her characters make speeches which sound angular and unreal; they express not what they feel but what Mrs Browne thinks of them. Poor Ben sounds thoroughly unconvincing when he tells her sister "You must know your demons": nothing in his civilized, peevish eccentricity has prepared us to hear him say that. And I was quite aware that everyone on stage was terrified of the passing of time without one of them making a passionate speech about wanting to stop it—especially when it culminated in tearing off the hands of the kitchen clock which had been standing placidly at half past ten throughout the performance.

So Mrs Browne ends on a slightly shrill note; but I do not want to end on a dismissive one. With all its faults this is a strong, intelligent and humorous play. Its characters may go a little over the top at the end but they are rooted in observation and understanding. What is Mrs Browne going to write next?

Xanadu in Hampstead

Hilary Fiach

To read one's way through "The Rime of the Ancient Mariner" is quite an achievement: to listen to it being read aloud takes at least half an hour and is quite a feat of endurance. But most of the audience of 30 or so at St Saviour's church hall, Eton Road, Hampstead, last Sunday seemed mentally strong enough for it, plus the whole of "Kubla Khan" and still more.

It was the first of a series of poetry readings arranged by the Actors' Refuelling Company, a new small group formed by John Horder, whose aim is to encourage "an embodied or warm approach" towards work through writing, performing (they hope to visit schools, working together on posture and the "Alexander technique"—as well as story-telling to children).

Light relief was provided for the audience in the form of piano pieces by contemporaries of Coleridge: John Field, Mendelssohn, Schumann and Brahms—even if the stylized and thematic links with the poetry were sometimes tenuous. John Field's Nocturne in E flat (albeit sensitively played by Daphne Slater) can only come as a drawing-room anticlimax to the fated ship and the albatross.

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Further details from John Horder or Mark Chapman, ARC, 160 Theobald's Road, London WC1A 2AT.

Moving on

"I do not think that people know enough about travellers," writes one of the cast of John Evelyn School. "They say horrible things about them and don't bother to find out the truth." So the John Evelyn children have been looking into the matter, visiting travellers' camps, and creating their own opera *Romano Drom*, which will be touring South-East London until July 6. Travellers' gypsies—they are all the same people. Only the names are different. Elizabeth I called them vagabonds, when she banned their way of life completely. Presented by Event Opera, *Romano Drom* is a loosely woven tale, based on the gypsy way of life. It has been created by the children's improvisations and held together by some stirring music by Ewan MacColl and Peggy Seeger.

It all started when some gypsy children came to the school and the investigation into their lifestyle was an attempt to help both gypsies and gurgles understand one another. The result is certainly a project with a difference and a model for good race relations. Where do the travellers come from? Where are they going? Is there a place for them in our society? Realism blends with romance; while back projection changes the scene from school to the camp, to the future and the past.

One of the problems of improvisation is that you do not do the same thing every night, and things do not always go as smoothly as you would wish—especially when there is a busload of real travellers sitting at the back of the hall, who cannot see much and so are providing their own alternative

theatre. But the cast stick it out with professional aplomb, striding lustily through the choruses, come what may. The form of those choruses was really too stark, as each followed the other in inexorable sequence, but one left the theatre still humming the tunes.

In the end it is not possible to separate the opera from the message. It brings and the service it does for an oppressed minority. *Romano Drom* is not just fun, it is moving and sincere. One member of the cast who sums up the problem, identifies himself with the travellers' plight: "I do not think the police and the council have the right to move us on from lane to lane, road to road, town to town, city to city. We have no place to settle down."

Peter Fanning, *The Regular Theatre and Education*, column will appear next week.

Chiaroscuro

Peta Levi

"In the Light of Caravaggio," the first exhibition in this country devoted to the Caravaggio, is at the Trafalgar Galleries, London, SW1, till July 9; there are 18 paintings, collected by the gallery over a period of 20 years.

It is rare to have the opportunity to see side by side the different ways in which painters were affected by Caravaggio's use of light and dark and by his spontaneous naturalism. In Manfredi's "Prin- ciple and Musical Party" (and of un- 12 accepted Manfredi's), his manner of depicting ordinary people in everyday activities inspired Valen- tine to paint in a secular manner, as testified in this exhibition by "The Dice Players".

A painting of the Royal Palace,

Naples, by Codazzi, marks the beginning of architectural painting. He influenced Pannini and "St Jerome in his study" (1621) had its effect on Rembrandt for instance. In his "St Paul" (1657) in the National Museum in Washington, Italy, he is seen returning to Holland where his work was probably seen by Rembrandt, who represented by his earliest paintings (1638-28), the existence of which was known from copies in the Vatican and Dresden Museums, who went to work in Naples, before settling in Rome, where he painted a stream of his paintings, including the "St Paul" and "St Jerome".

David Munrow

Sunday, BBC2 transmits a tribute to David Munrow, who died so tragically last month. Of 33 BBC's educational programmes, by him, *Ancestral* was the last. It was his death, two days after his death, which started transmission of the incidental music for *The Six Wives of Henry VIII*, but his programme will also include an account of his work as a musicologist, his long-running work as a gently educative classical disc jockey for children, on the Radio 3 programme, *Pied Piper*.

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Hogwood and James Bowman, both members of the Early Music Consort, from André Previn and Julian Bream, who play a lute solo by Dowland in Munrow's memory.

BBC News's obituary singled out for mention Munrow's composition of the incidental music for *The Six Wives of Henry VIII*, but his programme will also include an account of his work as a musicologist, his long-running work as a gently educative classical disc jockey for children, on the Radio 3 programme, *Pied Piper*.

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Anthony Hopkins claims that Benjamin Britten's *Young Person's Guide to the Orchestra* is out of touch with the needs of today's young listeners. He may be right.

Our schools are now well stocked with instruments, and it is perfectly normal for children to hear or play in an orchestra as part of their day-to-day activity. The symphony orchestra, no longer exotic, no longer dominates our thinking, other tastes have changed, and we now take a more practical interest in smaller ensembles taken from a broader range of historical and social models.

But to judge from his own new place for children, Mr Hopkins is thinking of other reasons for

Britten's obsolescence. *John and the Magic Music Man*, written and composed as a new, more sophisticated children's guide to the instruments of the symphony orchestra, and now documented on film, looks back rather than forward. Looking back, in fact, to that artless French nineteenth century genre in which Salu-Salu and Duke excelled. John's jaunty is nevertheless so debilitated in both literary and musical dimensions that to call it reactionary would be to give an undue impression of liveliness.

The same Mr Hopkins is almost playing the role of cultivated inter-actor for which he is deservedly celebrated, is a truly marvellous concoction of illness, hypodermics and urticant fantasy, dreaming so laden with symbols that it almost seems that the author is on the couch, not the youthful hero. Grimace horror is fine for the young, who are a good deal tougher than we give them credit for (though enough, indeed, to cope with the dream of a musical life, if people like Mr Hopkins would only give them a chance), but they expect to be frightened in the cause of a genuinely coherent plot, and for musically serviceable ends.

The great merit of Britten's *Guide*, on reflection, is that it works, both as an introduction to the characteristic distinctions of orchestral timbre, and also on the compositional level, as an introduction to abstract musical invention—a set of variations projecting an altogether nobler musical ideal than the comic book illustration of Mr Hopkins' predecessors.

At best the latter's musical con- fessions fall short of Debussy, and at their most advanced in idiom, struggle behind a faint, who did not, penetrate very far into the present century. Though there may yet remain a flourishing market for Mr Hopkins' style of soft school- ship, it is certainly not a youth market. The young are too old for that sort of thing.

Cancelling a point of view

Christopher Griffin-Beale on "Viewpoint"

The future of *Viewpoint*, Thames Television's secondary schools series on the media, is an issue that will not lie down. As reported in *TES* (June 4), the IBA has ordered the cancellation of this autumn's repeats of the programme.

It is an unprecedented step to drop the schools television scheduled as such a late stage, and unprecedented for a schools series to be cancelled for lacking "due im-

portance". The IBA's decision to drop the series is a major setback for the programme, which has been running since 1974. The series is a major shared resource for Rank and Associated Newspapers, and was most displeased about the series.

It is clear that the IBA received no complaints from teachers or educationalists. Southern's major concern was with the curriculum, and the audience. This audience, even if larger in Southern's affluent area than elsewhere, is still minuscule. The Television Act requires "due importance" to be preserved, but the IBA has total freedom of interpretation and could have reached a different judgment.

Viewpoint contradicts many conventional assumptions about the media. One could argue that its viewpoint is more of a counterbalance outside the programmes by the weight of received assumptions in the pupils' minds, and by the impressions that they can receive from the rest of the media. Its radical viewpoint is not of itself necessarily any more partial than the underlying assumptions governing many other school programmes, which are rendered transparent by their very familiarity.

Many teachers would welcome this series specifically because it is a point of view, and then urges children to disagree, rather than offering a bland, open set of alternatives. It is only used by teachers who support its political viewpoint, but there are many instances of teachers quite critical of Lowndes's view, who still recognize the classroom value of the series.

Lowndes's indictment encourages debate and disagreement with his opinions, but not some extreme radical propaganda, but an honest and effective education.

One can be charitable to the IBA: *Viewpoint* certainly pushes the Television Act to its limit. Brian Groombridge, IBA head of Educational Broadcasting Services, told *Broadcast* that the decision was "reasonable and defensible". It is, but that does not mean it is right.

The decision simply does not seem to match which view the philosophy of education I associate with Lady Plowden from the Plowden report, or with the tenor of Brian Groombridge's Penguin, *Television and the People* (1972) (written in a personal capacity, of course).

Indeed the decision has been accompanied with emphatic acknowledgments of the series' merits, but actions speak louder than words. The most valuable contributions now come from teachers—and pupils—directing their own responses to the series, either to the *TES* correspondence columns or directly to the IBA (Self 70 Brompton Road, London, SW3).

Routine enlivened

Frederick Aicken on science programmes

The BBC is repeating in the autumn the spring *Physical Science* and *Biology* two television series for 11- to 16-year olds coming up to their first public examinations. The programmes are based on popular topics suggested by teachers. It is a useful and used selectively, they are excellent introductions to the laboratory treatment of the topics. The teachers' notes for both series were modified after the first transmissions. They provide information about the programme content and background details not easily available from other sources. Both series are highly recommended for the imaginative interpretation of routine textbook material.

Thames TV is following its highly successful biology series, *It's Life*, with *David Bellamy*, a new series for older (13 to 16) viewers of mixed ability. Like the earlier series, this will deal with topics which a teacher would find inconvenient or impossible to present in any other way. Dr Bellamy's presentation is lively and, although it arms—some criticism there is little doubt that for the majority his enthusiasm is infectious.

Experiment, the ITV series of A-level experiments on topics such as microanalysis or human colour vision, is a well worth considering for its units on vision, hearing, micro-organisms and public health, the coming of a tomorrow, natural selection and inheritance. If, as Mary Warwick believes, the real aim of education is cultivation of the imagination, then radio is one of the teacher's most powerful instruments. In this series, many programmes which have Radiovision filmstrips which can be fitted into a teacher's individual scheme.

Exploring science (BBC television) will largely repeat its 1974-75 programmes which were intended to supplement formal courses in early secondary science in imaginative, individual ways. Teachers' notes have been modified because

of criticisms and they offer many useful ideas for follow-up work.

Many series present science in a broader context and properly treat it as an inviolable technique in many activities especially in the middle school. *Science all around* (BBC television) repeats its autumn survey of time, fruits and vegetables, but opens up new fields of exploration in the spring and summer. These include the manufacture and strength of materials, light and shade, floating and sinking, and food and nutrition.

Exploration man (ITV), a SCISP development, attempts to encourage differing approaches to the "proper study of mankind" via geography, archaeology, the arts, social sciences and biology. A similar treatment of the same subject characterizes the radio series *Man* which, by bringing children's pictures for the mind, aims to provide a mental structure on which to base various schemes of work. *Scan* (BBC television) for slightly older children, is also made for interdisciplinary purposes, although the autumn and winter series can be adapted for individual subjects.

Health education is available from all channels and for all ages. *ITV's Living and Growing* has eight programmes dealing with social development, sex education and the role of the family. The same broad field is covered by radio's *Learning about life*. *Facta for life* (ITV) deals with these aspects of health education—drinking and smoking, contraception, diet and exercise—likely to be of interest to older pupils. In this area, there are also two useful Radiovision programmes (for sale, not broadcast), *Inside the body* and *Into the wide world*, which succinctly provide the basic information about the natural functions of human life.

Science as part of general education is increasingly well catered for. BBC television's *General studies* will include a programme on "Language" and "The Chimpanzee", first seen in *Horizon*, and will also take a look at the rudimentary technology of science and religion. *Radio's Prospect*, a fruitful source of ideas in the past, promises series on extra-sensory perception and on physiological and psychological aspects of dreaming. Finally, *Religious Education* (BBC radio), in its radio 31 edition, will either confirm that agnosticism is right for the scientific mind or widen the schizophrenia that allows the conventionally religious scientist to participate in both activities.

Briefings

Radio and TV

Open University
In *My Liverpool Home* (Wednesday, 06.40, BBC 2). Originally shown in the This Week series, this programme looks at the work done in Liverpool under the EPA scheme. An *Art of Five Knives* (Thursday, 07.05, BBC 2). A study of the way in which the USSR has used art as a means of revolutionary education. *Analyzing Interaction* (Thursday, 07.30, BBC 2). A young Covent Garden teacher meets a middle-aged domestic science teacher at a party. Their collision in an improvised drama is discussed in sequence by psychologists. *Being a Child* (Sunday, 11.00, ITV). The last programme of the series is a discussion with a psychoanalyst on the basic steps between adolescence and adulthood. *The World at War* (Sunday, 17.05, ITV). The most powerful programme in the series, "Remember", it reflects on the 30 million dead on the morning of peace to those who survived.

General interest
A Place in the Sun (Tuesday, 21.00, ITV). Documentary on two generations of Italian immigration to America. *Why Work?* (Tuesday, 18.30, Radio 3). Investigates the way people feel about their jobs. Attempts to isolate the factors that make work effective and satisfying to the individual. *The One Parent Family* (Thursday, 18.30, Radio 3). The second programme in this series looks at the special needs of children living in one parent families. *USA 200* (Thursday, 19.00, Radio 3). Are American voters satisfied with their politicians? Is the 1976 battlecry "No Taxation without Representation" still relevant? Bernard Mayes explores common American attitudes to their political system. *The Inaugural Moment* (Friday, 10.30, ITV). What is being done by management, workers and the Government to minimize the chances of death or injury at work? *The Nature of Sound* (Friday, 18.30, Radio 3). Professor Eric Laithwaite, of Imperial College, describes the nature of sound. He looks at the way sound is perceived, experienced and interpreted.

Music, but little magic

Robin Maconie

John and the Magic Music Man. Composed, written and narrated by Anthony Hopkins. Directed by Clavin Scott, produced by Clavin Scott and Tatal Kanutani. 16mm, 271 minutes. Available from RSC ROSE Ltd, 38 Regent's Park Road, London NW1 7SL.

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Unfortunately the plot is not one of Mr Hopkins' strong points, and the music, while it is incontestable, is a poor, flat, making a film of a performance before an audience of largely bemused primary school children (in which James Blair conducts a look-lustre orchestra drawn from several of the larger London colleges of music) actually adds to rather than relieves the work's narrative shortcomings.

The great merit of Britten's *Guide*, on reflection, is that it works, both as an introduction to the characteristic distinctions of orchestral timbre, and also on the compositional level, as an introduction to abstract musical invention—a set of variations projecting an altogether nobler musical ideal than the comic book illustration of Mr Hopkins' predecessors.

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